

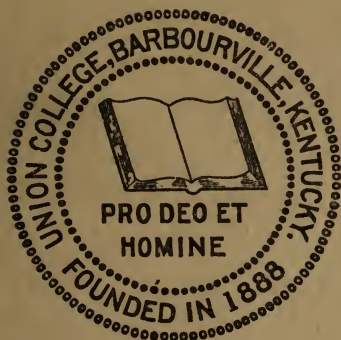
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1921/22

Annual Bulletin

of

Union College

1921-22



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UNIVERSITY OF MICHIGAN

Barbourville, Ky.



THE GYMNASIUM

PANORAMIC VIEW OF BUILDINGS AND FRONT CAMPUS



WOMEN'S DORMITORY

ADMINISTRATION BUILDING

MEN'S DORMITORY

Annual Bulletin
of
Union College

1921-22



Barbourville, Ky.

CALENDAR

1921

Tuesday, September 20 Fall Term Opens
Thursday, November 24 Thanksgiving Day
Friday, December 23 Fall Term Closes

1922

Tuesday, January 3 Winter Term Opens
Saturday, March 18 Winter Term Closes
Tuesday, March 21 Spring Term Opens
Wednesday, May 31 Commencement Day

BOARD OF EDUCATION OF THE KENTUCKY ANNUAL CONFERENCE OF THE METHODIST EPISCOPAL CHURCH

Class No. 1—Term Expires in 1921

- REV. F. W. HARROPSomerset, Ky.
- HON. JAS. D. BLACK.....Barbourville, Ky.

Class No. 2—Term Expires in 1922

- REV. E. T. FRANKLINBarbourville, Ky.
- MR. A. M. DECKER.....Barbourville, Ky.

Class No. 3—Term Expires in 1923

- REV. E. P. HALLCovington, Ky.
- MR. A. B. CORNETT.....Harlan, Ky.

Class No. 4—Term Expires in 1924

- REV. E. R. OVERLY.....Newport, Ky.
- HON. JOHN CREACHWinchester, Ky.

H. E. Bullack City 21st

Class No. 5—Term Expires in 1925

- REV. W. W. SHEPHERDWilmore, Ky.
- HON. ALVIS S. BENNETT.....Louisville, Ky.

Class No. 6—Term Expires in 1926

- REV. J. M. LITERALCovington, Ky.
- C. B. NORDEMANLouisville, Ky.

OFFICERS

- REV. E. R. OVERLY.....*President*
- MR. A. M. DECKER*Vice President*
- REV. F. W. HARROP.....*Treasurer*
- MR. ALVIS S. BENNETT.....*Secretary*

FACULTY

EZRA T. FRANKLIN, A.B., B.Pd., M.A.

PRESIDENT

Philosophy and Systematic Theology

A.B., Asbury College, 1903; B.Ph., Valparaiso University, 1905; A.B., Indiana University, 1906; M.A., Indiana University, 1910; graduate student at Columbia University, summer session, 1912 and 1913; research scholar, Columbia University, 1913-1914; teacher in graded school two years; a superintendent of city schools two years; Dean and Professor of Philosophy, Asbury College, 1908-1910; Professor of Theology and Philosophy, and Dean and Acting President of Olivet University, 1910-1911; President of Olivet University, 1911-1912; Vice President and Professor of Philosophy and Systematic Theology, Asbury College, 1912-1915; President of Union College, 1915-

GEORGE MILLER RYDER, A.B., B.D.

DEAN

Greek, Practical Theology, and Bible

Graduate of Jennings Seminary and Aurora Normal School, Aurora, Illinois; A.B., Montana University, Helena, Montana; B.D., Garrett Biblical Institute, Evanston, Illinois; graduate student, Chicago University, Chicago, Illinois; life certificate and State permit to teach in Normal Institutes in State of Kansas; eight years Superintendent of City Schools; some time Professor of Greek in Montana University, Helena, Montana, and the same in Southeastern College, Winfield, Kansas; Dean and Professor of Greek, Practical Theology, and Bible, Union College, 1919-

I. B. PEAVY, B.E., M.E., M.Pd., M.S.

Professor of Education and Head of Normal School

B.E., M.E., and M.Pd., Edinboro State Normal School; M.S., Taylor University; B.E., 1891; M.E., 1893; M.Pd., 1903; M.S., 1918. Five years principal high school; 15 years teacher of science and methods and assistant principal in Edinboro State Normal School at Edinboro, Pa.; nine years teacher of science and educational subjects, and for seven years principal of the Academy at Taylor University; Union College, 1920-

ABIGAIL E. WEEKS, A.B., A.M.

English Department

Graduate of State Normal School, Mansfield, Pa.; A. B., Dickinson College, 1905; A.M., 1907; special work in English at Chautauqua, New York; graduate work at Columbia University, 1916; taught several years in graded and high school; head of the Department of English in Union College, 1905-1907, 1910-1915; after two years absence recalled to the head of the English Department, 1917-

GEORGE C. HEWES, B.S., S.T.B.

Science and Mathematics

University of Illinois, B.S., in School of Chemistry, 1883; DePauw University, S.T.B., 1891; First Assistant in Chemical Laboratory of University of Illinois, 1885-86; Commercial Chemical Analytical work in Chicago, Illinois, 1887-88; Vice-Principal and Professor of Science and Logic, Reid Christian College, Lucknow, India, 1892-95; Oak Openings Boys' School, Naini Tal, India, 1896; Evangelistic work in North India, 1897-1911; Superintendent of Eastern Kumaun District, North India Annual Conference, Methodist Episcopal Church, 1912-15; Principal and Science Teacher of Hull High School, 1918-19; Mathematics and Physics, Berea College, 1919-20; Professor of Science and Mathematics, Union College, 1920-

SAMUEL P. FRANKLIN, A.B., A.M.

Psychology and Education

A.B., Union College, 1919; A.M., Northwestern University, 1921; Graduate student and scholar, Northwestern University, 1919-1921; Substitute Instructor, Northwestern University, second semester, 1921; Professor Psychology and Education, Union College, 1921-

LEAH FIELDS, A.B.

Latin and French

University of Wisconsin, A.B., 1917; Graduate work, University of Wisconsin, summer session, 1919; Head of Latin and French, Foster Hall Preparatory School for Girls, Shreveport, La., 1918-19; Professor of Latin and French, Union College, 1919-

MARY F. JONES, A.B.

Expression and Public Speaking

Public and High Schools of Indiana; Five years of the Department of Expression at Taylor University, Upland, Indiana; Graduate of College of Liberal Arts; Two years of Seminary work, Taylor University; Teacher of Expression and Physical Culture, Union College, 1920-

GRACE RALSTON FRANKLIN, B.S.

German and History

B.S., Valparaiso University, 1906; graduate student, Indiana University; Principal of High School; Professor of English and German, Olivet University two years; Professor of English and German, Asbury College four years; Professor of German and History, Union College, 1919-

BLANCHE WHITTINGTON

Home Economics

Graduate of Louisiana State Normal, Natchitoches, La., 1917; Graduate work, Louisiana State Normal, summer session, 1918; special work at George Peabody College, summer, 1920; three years teacher of Home Economics in Louisiana Schools; Home Economics, Union College, 1920-

MABELLE HEGER

Director of Music Conservatory

Graduate of Cincinnati Conservatory of Music, 1916; Special student of William Shakespeare, F. R. A. M. of London, England, 1917-1918; studied under Sergei Klibansky, New York City, 1919-20; Choir Director and Solo Singer; Artist Diploma in Voice and Teacher's Certificate in Piano, Harmony, History of Music, Sight-singing, Counterpoint and Analysis; studied Double Counterpoint under Edgar Stillman Kelly; Director of Music Conservatory, Union College, 1920-

LAURA MAE CARTER

Head of Piano Department

Studied theory, harmony, counterpoint, sight singing, ear training; took special teacher's training course and taught under supervision of Caroline Barbour; studied piano under Alfred Catzin of Berlin; George Copeland (first to introduce Debussy's music in America), and graduated from the Louisville Conservatory of Music under Frederick A. Cowles, June, 1919; Union College, 1919-

CHARLES E. AHLER

Violin, Reed and Brass Instruments

Violin under August Mauer, Berlin; A. J. Strum. Berlin and Leipsic; Al Wolf. Cincinnati; Clarinet and Saxophone under F. P. Atherton; Band Leader 2nd Kentucky Regiment, K. S. G.; Saxophone Soloist and Director Concert Orchestra in several cities; Violin. Reed and Brass Instruments, Union College, 1918-

DANIEL M. HUMFLEET

Normal and Academy Science and Mathematics

Graduate, Union College Academy; State Certificate, Kentucky State Board of Education; special student in Science, University of Kentucky Summer School; student of Methods, Science and Mathematics, Eastern Kentucky State Normal; teacher in Rural Schools; Principal of Graded and High Schools; Professor in Normal Department of Sue Bennett Memorial School, London, Kentucky, 1910-12; Principal, Normal Department of Union College, 1915-20; Professor of Science and Mathematics, Union College Normal and Academy, 1920-

R. EDWADD BURNETT

Model School

Had Normal Training at Union College and Eastern Kentucky State Normal School; Diploma Union College Academy; many years a teacher Public Schools in Kentucky and Georgia; Seventh and Eighth Grades, Union College, 1917-

NANNIE L. TAYLOR

Typewriting and Penmanship

Graduate from McNeil Business School; Teacher of Typewriting and Penmanship, Union College, 1918-

UNION COLLEGE

LOCATION



BARBOURVILLE, KENTUCKY, the county seat of Knox County, is the site of Union College. It is an incorporated city of about 2,500 inhabitants and is situated on the Cumberland Valley Division of the Louisville & Nashville Railroad. It is an attractive and progressive town, having many of the modern conveniences, such as natural gas, electric lights, waterworks, telephone exchange, good hotels, etc. Its citizenship is refined and law-abiding. The moral tone of the town is high. Baptists, Presbyterians, Disciples, and the Methodist Episcopalans have churches here. The ideals of the people are elevating, their friendships warm, genuine and abiding. Their hospitalities are cordial and gracious. They are interested in the school and the student.

Cumberland River, famed for its historical associations and its picturesque scenery, flows through the valley and skirts the town. Charm and beauty of hill and valley commingle in splendid profusion. Viewed from a practical standpoint, the innumerable hills, with their wealth of vegetation above, and interesting geological strata below, afford a rich field for excursions of scientific classes. The mildness of the climate is conducive to such outdoor study.

HISTORY

Union College had its origin in the minds of the citizens of Barbourville. They early recognized the needs of a Christian institution of learning in their midst. But to turn the furrow one must have the plow. So in 1880, a joint stock company having been formed for the purpose and incorporated, a site secured, and a suitable building erected thereon and dedicated, Union College started on a career of usefulness which has blessed the community and justified the faith of its founders.

In 1886 the property was sold to the Kentucky Conference of the Methodist Episcopal Church. The institution was, from that time to his death, in January, 1897, under the administration of the Reverend Daniel Stevenson, D.D., an able and conscientious educator, a consecrated and devout Christian, a cultured and refined gentleman. His incumbency was a material, intellectual and spiritual blessing to school and students, citizens and community. Upon the death of Doctor Stevenson the Reverend James P. Faulkner, A.M., a native of Knox County and a graduate of Union College, succeeded to the Presidency of the College. His wise and progressive administration brought the school on toward the accomplishment of its purpose and the realization of its high mission.

During the administration of President Faulkner, the Board of Education came into possession of the legacy bequeathed by Mrs. Fanny Speed, and from that time the expansion of the school became more marked. During this administration there were planned and begun Fanny Speed Hall and the Central Power and Heating Plant. They were not available for use, however, until the beginning of the next administration, that of Reverend James W. Easley, B.D., A.M., whose term of office began in 1905. In spite of adversities, the school increased in equipment and influence during his administration. During the summer of 1906, the Administration Building was struck by lightning and burned to the ground. One year later it was replaced by a more commodious building and Stevenson Hall was also erected.

Upon the resignation of President Easley in 1910, Judge James D. Black, LL.D., of Barbourville, later Governor of Kentucky, became the fourth President of Union College. Under his management the material as well as the less tangible interests of the school progressed with rapid strides. The two years of President Black's connection with the school will be remembered as years of solid growth.

For the next three years the school was under the leadership of President Percy L. Ports, for several years Professor of Natural Science in Union College, followed by that of Rev. E. R. Overley, President, together with B. C. Lewis as Vice President and Business Manager. These were years in which there was a change taking place with regard to the scope and nature of the work that Union College should do in the future. The General Board of Education of our Church gave valuable assistance in setting a new program and in arranging for it to be carried out.

On June 30, 1915, Professor Ezra T. Franklin was elected President of Union College and given a general plan of procedure, which embraced a financial campaign for improvement and endowment. Another part of the plan was that special attention should be given to the religious interests and needs of the students and all others connected with the College.

Both these problems are being solved. The balance in the budget has been met in full by conference of each year, and a good start has been made on the larger financial campaign. Twenty-five thousand dollars has been subscribed on the Gymnasium, which is now finished and is one of the best in the whole South.

In connection with the Centenary we received subscriptions for \$80,000.00 to be applied on endowment. A big campaign for buildings and endowments will be put on in January, 1922.

Two revivals, one in the fall term and another in the winter term, each year result in the conversion of nearly all the students unconverted when they come.

At the Board meeting in January, 1916, it was decided that the College Course proper should be added as fast as possible. It was started in 1916-17 with gratifying results, and this bulletin presents a full college course, with a fine class of college students which we expect to see doubled in 1921-22.

AIM

Life is a warfare. Then, shall we not be armed? In this, education is the sword, character the protecting shield. To vitalize the power of intellectual development; to teach and form studious habits; to surround with refining influences; to appeal to the sense of right, the pride of manhood and womanhood; to enlarge the love of the Good, the True and the Beautiful; to increase lofty moral and social ideals; to lead to a Christian experience and to build a Christian character—these are the functions of the Christian College, and therein does it secure the harmonious development of the soul and prepare for the largest usefulness in life.

But education is a process, rather than a fulfillment; an acquiring rather than a completion. The school, then, can assist in the buckling on of the armor, but it may not make one fight. The well-poised school will teach faith in oneself, the value of self-reliance, and the dignity and ennoblement with which honest effort requites the worker. This, Union College endeavors to accomplish. And if it can teach the sons and daughters of its patrons to be "of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting," its mission will not have been a failure. Its methods proceed on the thought that morality in the best sense can be taught only through the inculcation of high ideals constantly kept before the mind of the student. Appeal is made to pride of honor in the student.

The aim, then, of Union College is the development of life and the formation of genuine, substantial character. It interprets the meaning of life and sets itself the task of fitting young men and women for the manifold and responsible duties the age demands.

CAMPUS

The front campus comprises about ten acres and is situated on the highest part of the town. The buildings are

located at convenient distances from each other, while the intermediate space is filled with splendid shade trees. There are on the campus some twenty different varieties of native trees. The buildings are connected with each other and with the street by cement walks. Deep wells of pure, wholesome water are located near each dormitory. There are three tennis courts and two basket-ball fields, besides ample room for croquet lawns on the campus. The grounds are lighted at night by four arc lights and several tungstens.

The athletic field lies immediately back of the campus and affords ample room for all kinds of field athletics. The whole grounds of the College comprise about twenty-five acres.

BUILDINGS

ADMINISTRATION BUILDING—This is a well-proportioned three-story building, constructed of brick and concrete and trimmed with Tennessee marble. The building is steam-heated and lighted by electricity, as are all the buildings on the campus. It is scientifically ventilated. In it are the classrooms, library, President's office, chapel, laboratories, and the central dining hall. There are fourteen classrooms. These are equipped with single desks and slate blackboards. From the President's office are speaking tubes to each room. The building is equipped with an electric program clock system. The chapel is commodious and is seated with comfortable opera chairs. There are three laboratories—chemical, physical, and biological, whose equipment is described later. The dining hall, kitchen, and bakery are in the basement, occupying nearly the whole floor.

FANNY SPEED HALL—This is the home for the young women. It is a three-story building of unique design. It has spacious halls and parlors and the rooms are neatly furnished. The building is supplied with bath rooms, toilets, and a laundry room where students often do their laundry, make candy, etc.

STEVENSON HALL—This is a brick structure of col-

onial design, three stories high. The rooms accommodate two students each. It is on the opposite side of the campus from Fanny Speed Hall. The basement contains toilet rooms, and shower baths with cold and hot water.

SUPERINTENDENT'S COTTAGE—This is a splendid frame cottage with all modern improvements. The Superintendent of Buildings and Grounds occupies it.

SOLDIERS AND SAILORS MEMORIAL GYMNASIUM—This new gymnasium was built as a memorial to the soldiers and sailors of the world war and is the most beautiful building on the campus. It is probably the best college gymnasium in the state. It is constructed of brick and Bedford stone.

The basement has a swimming pool, showers, toilets, lockers, and dressing rooms. The playing floor is 90x60 feet and gives ample room for all kinds of indoor athletics and physical exercises. The balcony is fixed for a running track. The whole building is well equipped.

HEAT, LIGHT AND POWER PLANT—This is situated at a safe distance from the other buildings and contains the boiler, engine, dynamo and pumps. The location of this plant, together with the concrete and brick construction of the college buildings, places danger of fire as the remotest possibility. From this plant all the buildings are supplied with steam heat, electric light and water. The water is from two deep drilled wells.

EQUIPMENT

LIBRARY—The Speed-Stevenson Library, containing about three thousand volumes, was established by Mrs. Fanny Speed, of Louisville, Ky., and Mrs. Stevenson, wife of the first President of Union College. The late Professor George H. Daines was a liberal contributor to it. A large number of books was donated by Drew Theological Seminary, through the kindness of Rev. S. G. Ayers, Librarian. Numerous reference books for the various departments are added each year. The Reading

Room is supplied with many of the best secular and religious papers and current magazines. The students are thus able to keep themselves informed with respect to the daily news and familiarize themselves with the best modern literature.

The Honorable John H. Wilson of Barbourville, Kentucky, generously donated a large number of books. These books, embracing a wide range of useful information, constitute a valuable addition to the Library. A Conference Alcove has been founded and is maintained by the individuals of the Kentucky M. E. Conference. Its aim is to supply complete sets of the works of classic writers.

In 1917 we received two very liberal and much appreciated gifts of books for the Library.

Mrs. J. H. Good of Ashland, Ohio, sent us, through the *Western Christian Advocate*, a very excellent collection of books; and Mrs. E. J. Langdon, the mother of the late Professor Langdon, head of our English Department, gave the College Professor Langdon's private library, embracing a very large number of splendid books, which will remain on the shelves as a memorial to his great love for the College and his friendship for the students.

In 1918 Dr. E. C. Wareing, editor of the *Western Christian Advocate*, very graciously presented the college with several hundred splendid volumes.

MAPS—There have just been secured complete sets of historical maps covering Ancient, Modern and American History. These together with many other maps and globes makes this equipment quite adequate to the needs of these departments.

LABORATORIES—*Chemical*—This is equipped with two tables with acid-proof tops, accommodating thirty-two students. The tables are supplied with running water and natural gas. An automatic water still is included in the equipment. Ample glassware and chemicals are provided for individual student experiments. The laboratory contains a Henry Troemner analytical balance,

sensitive to one-twentieth milligram, besides several less delicate balances for student use.

Physical—In this laboratory apparatus is provided for individual experiments in mechanics, light, heat, sound, magnetism and electricity. The equipment includes a Hart Optical Disk, standard steel meter stick, made by Brown and Sharpe, three static machines, three X-ray tubes, electrical measuring instruments, one-horsepower electric motor, diffraction grating, organ pipe, sonometer, etc. The equipment is all modern and of high grade.

Biological—In these are provided dissecting sets and microscopes for work in botany and zoölogy. There are two compound microscopes, one with filar micrometer eyepiece and oil-immersion objective, magnifying one thousand diameters. There are numerous zoölogical specimens preserved in formalin. For work in physiology there are two human skeletons, a model of the human trunk, and numerous important charts. The equipment comprises also a stereopticon with microscope attachment and a large number of lantern and microscope slides covering many subjects.

MATHEMATICS—Hardwood models of the various geometric forms are provided. Drawing boards and accessories are provided for classroom work in geometry. Each student is expected to own an inexpensive pair of compasses for home use. For the course in surveying the department has one transit, one level, two compasses, and the usual accessories, including a hundred foot tape, which has been tested by the United States Bureau of Standards and guaranteed accurate to within .02 of an inch.

MUSIC—The College owns eight upright pianos, and the chapel is graced with a concert grand for public services and concerts. There are eight Howard mandolins and one mandola for the Mandolin Club.

POWER PLANT AND SHOP—For lighting, the College owns a forty-horse-power Skinner automatic engine, direct-connected with a James Clark, Jr., 25 K. W. direct

current dynamo. There are three steam pumps for drawing pure water out of deep wells. In the shop is one screw-cutting lathe, gas engine and dynamo, drill-press and a full complement of metal and wood-working tools.

FIRE PROTECTION—The buildings are furnished with twenty hand chemical fire extinguishers. The students are instructed in the use of these at the beginning of each session. Large water pipes run into the buildings with water hose attached on each floor.

SANITATION

All the water used for drinking purposes at the College comes from deep wells from which the surface and quicksand waters have been cased off. There is an especially fine well near the Girls' Dormitory which is 100 feet deep and furnishes pure, soft water from the deep-lying sandstone. This is used in the dining-room. The College has a modern sewerage system, extending half a mile to Richland Creek. The bread and pastries used are baked in the College Bakery. The rooms of the dormitories and Administration Building are thoroughly disinfected during vacation.

GOVERNMENT

Proper control and guidance of a student body are of such great importance that too much attention can not be given to them. The principle of government is self-control and self-direction. The plan of developing the good is adopted. This produces the best results in character building. The students who are not amenable to rules of right living and who do not respond to the appeals to a moral life, or who waste the time in idleness will be asked to leave.

There is a student government organization in each dormitory which largely has charge of the order in the halls.

Dormitory life places the control of the student body at best advantage for easy direction in conduct, as well as best direction in study. Coöperation from the homes of the students is a necessity. This is earnestly solicited.

Students under the age of fourteen can not well be cared for in the dormitories and only in exceptional cases can we receive any under that age.

It is of greatest importance that the student be here on the first day of the term.

The student's dress should be simple, not elaborate or faddish. The dormitory student is required to keep his room and its contents in good condition. Students' rooms are subject to inspection by proper authorities at any time.

Due consideration, under proper supervision of the Faculty, is given to the developing social nature of the young people. Indiscriminate mixing of the sexes is not permitted, but frequent social gatherings, under the direction of the Preceptress, are held. These give the student the culture that is demanded today of educated men and women. Our dormitory ideal is the home life of a well-ordered Christian home.

Each student is required to be in attendance at Sunday School and the Sabbath morning preaching service. It is also expected that each student shall attend all religious services held under the direction of the College. The attendance at daily Chapel service is required.

Students are expected to pay for breaking and defacing of property. A deposit is required. See *expenses*.

The use of tobacco, profanity, and obscene language is positively prohibited, also the reading of trashy literature.

No boarding student will be allowed to room or board off the campus without permission of the President.

No student is allowed to leave town without permission, and girls must have proper chaperonage.

Any student before quitting the school is required first to notify the President and make a settlement of any unpaid bills.

Union College is not a reformatory institution, but a place for the training of the body, mind, and soul of earnest, studious boys and girls.

Boys known to be unmanageable at home will not be received here, as one bad boy will injure the whole school,

and the extra time and strength given to him should be given to good boys and girls.

RELIGIOUS INTERESTS

Union College is endeavoring to do a class of work which will justify the support of the Methodist Church and Christian people in general as well as other philanthropists who want a specific moral and Christian atmosphere about student life.

To this end the chapel exercises are directed. Forty minutes each school day are spent in whole-hearted singing, scripture reading, prayer, and a pointed address on some vital subject pertaining to character building after the best Christian type. Revivals are also a part of our religious program. All students are urged to become Christians and to unite with some church. Nearly every student not previously a Christian becomes converted.

The young men have their religious organizations modeled somewhat after the Y. M. C. A. devotional services. The young ladies and the teachers in Speed Hall have a weekly prayer meeting. Also on Thursday evenings, between supper and study hour, we have a peoples' meeting of Scripture, prayer, singing, testimony and praise.

All students are required to attend Sunday School and Sunday morning preaching services, also the Thursday evening meeting and revival services in the college.

BOARDING STUDENT'S OUTFIT

Boarding students should bring the following articles: Large pillow slips, sheets, pair of blankets, quilt, counterpane, towels, napkins, and covers for bureau and washstand. The young men will provide for single beds. Sheets should be three yards long.

DRESS

Often the problem of dress becomes a source of discontent and annoyance to a boarding school and to pa-

trons. We do not care to adopt uniforms for girls to insure economy and balance if we can get these results otherwise.

Our policy is to require girls to have coat suits or blouses and skirts for church and school wear. Plain dresses are also desirable for school wear. The wearing of fancy dresses will not be permitted on these occasions.

The secular and church press give evidence of a general confusion and contention over extremes in dress. Many educational institutions are setting some standards for their own convenience in avoiding administrative difficulties in this regard. Union College ladies, including boarding students, day students, teachers, and all others connected with the school will observe the following regulations in preparing apparel to be worn at the College; 1. Dresses and waists in the neck must not be lower than one and one-half inches below the collar bone in front and correspondingly low in the back, and should be near the neck on the shoulders. 2. Sleeves must be long enough to come at least to the elbow.

WRITING AND SPELLING

All students whose writing is not reasonably legible and whose spelling is not fairly good will be required to take special work in these branches until they reach a reasonable efficiency. There will be an extra tuition fee of \$1.00 a month for each. Students will be excused from these classes at the end of any month in which they have reached the required standard.

DROPPING WORK

After once enrolling in a class the student can not drop the work except by the consent of the President or Dean and the teacher in charge.

REFUNDING

No fees will be refunded.

No tuition will be refunded. But in case of protracted

sickness when the student has to drop out of the term's work a non-transferable due bill will be given covering tuition for the time lost.

If private lessons in music or elocution are missed by the fault of the teacher or school, they will be made up or the tuition refunded for the time lost. If the student fails to report for lessons the College will not be responsible, and there will be no refunding of tuition.

MAIL

The College mail carrier will collect all out-going mail from the dormitories and Administration Building each morning and afternoon and will deliver the in-coming mail likewise.

LITERARY SOCIETY

There are two good literary societies, the Utopian and Adelphian. The entire student body is urged to become a member of one of these societies and every student is expected to attend each week. The societies meet at the close of the school Saturday afternoon from three to four o'clock.

The Faculty encourages the societies every way possible and it is regarded as one of the most valuable special features of the College.

THE JOSHUA S. TAYLOR SCHOLARSHIPS

The Rev. Joshua S. Taylor of Middleburg, Ky., left to Union College the sum of \$1,632, the income of which is to be used to help men studying for the ministry in the Methodist Episcopal Church in Kentucky.

The Board of Education has ruled that this money may be spent on the basis of need together with the promise of future service to the Church. That is to say, a young man who is studying for the ministry in the Methodist Episcopal Church, who needs some financial assistance, and who has promise of making a useful man, will receive

help, rather than the man who needs no financial help or the man who is comparatively indifferent about his call to the ministry. It is a real pleasure to help the young man who is dead-in-earnest and needs help.

Application for a Joshua Taylor Scholarship should be made to the President of the College.

ATHLETICS AND PHYSICAL TRAINING

Athletics at Union College will be kept on a very high ethical plane and everyone participating will be in a character-building exercise as well as wholesome sport. Inter-class games are one of the leading features of athletics at Union College. Almost everyone that has any desire for athletics has a splendid opportunity to play.

For several years Union has had a winning team in basketball and baseball. The girls' basketball team won five games out of six played in 1920-21 and the boys won eleven out of sixteen. The Academy boys won second place in the state tournament.

All students are required to take two hours a week in physical training under one of the physical trainers. The gymnasium is supplied with all kinds of apparatus for giving the needed exercises. Every student will be taught to swim. The pool is open to boys three days a week and to girls three days a week. The water is kept in a pure condition by changing, filtering, and chemical treatment.

College of Liberal Arts and Science

ADMISSION

Graduates from our Academy, and from accredited high schools and academies, will be admitted to the Freshman class.

Fifteen units of high school work are required for entrance to the Freshman year of the College. A subject pursued daily with forty-minute recitations, or four days a week with fifty-minute recitations for a school year of at least thirty-six weeks constitutes a "unit." Some of the units are required and others elective as follows:

| REQUIRED | ELECTIVES |
|----------------------------|-----------------------------|
| Algebra1½ | Zoology½ or 1 |
| Geometry1 | History1 |
| English3 | German2 |
| Foreign Language3 | Physiology ½ |
| Science1 | Chemistry1 |
| History1 | General Science½ or 1 |
| | Greek2 |
| | English Bible½ to 2 |
| | Bookkeeping1 |
| | Domestic Science1 to 2 |
| | Manual Training1 |
| | Mechanical Drawing1 |
| | Economics ½ |
| | Psychology ½ |
| | Music1 or 2 |
| | Expression½ or 1 |
| ELECTIVES | |
| Latin.....2 to 4 | |
| French2 | |
| Spanish2 | |
| Solid Geometry ½ | |
| Physics1 | |
| Physical Geography ½ | |
| Botany½ or 1 | |

REQUIRED

ENGLISH GRAMMAR AND RHETORIC—One unit. Every applicant must be able to write clear and correct English, and no applicant will be accepted in English whose work is seriously defective in spelling, punctuation, grammar and paragraph structure. The proper preparation for this part of the requirement is practice in composition through the four preparatory years, with correction of themes by the teacher and revision by the pupil. Subjects for themes should be taken from the books prescribed for general reading below, and also from the pupil's observation

and experience. Practice should be afforded in writing narration, description, exposition and argumentation. Applicants should be familiar with those principles of Rhetoric which are most helpful in elementary composition: viz., the principles of sentence structure, outlining, paragraphs and choice of words. The amount and kind of work required is indicated in Lockwood and Emerson's Composition and Rhetoric. Hill's Rhetoric or Brooks' English Composition and Rhetoric.

ENGLISH CLASSICS (A) FOR READING AND PRACTICE. ONE UNIT

The applicant is expected to give evidence of a general knowledge of the subject matter and to answer simple questions on the lives of the authors.

The books set for this part of the entrance requirements in 1917 will be:

GROUP 1—Classics in Translation. Two to be selected. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*, The *Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP 2—Shakespeare. Two to be selected.

Shakespeare's "Midsummer-Night's Dream;" "Merchant of Venice;" "As You Like It;" "Twelfth Night;" "The Tempest;" "Romeo and Juliet;" "King John;" "Richard II;" "Richard III;" "Henry V;" "Coriolanus;" "Julius Cæsar;" "Macbeth;" "Hamlet."

N. B.—The last three only, if not chosen for study.

GROUP 3—Prose Fiction. Two to be selected.

Malory's: "Morte d'Arthur;" Bunyan's "Pilgrim's Progress," Part I; Swift's "Gulliver's Travels," (voyages to Lilliput and to Brobdingnag); Defoe's "Robinson Crusoe," Part I; Goldsmith's "Vicar of Wakefield;" Frances Burney's "Evelina;" Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's "Castle Rackrent," or the "Absentee;" Dickens' Novels, any one; Mrs. Gaskell's "Cranford;" either Kingsley's "Westward Ho!" or "Hereward the Wake;" Reade's "The Cloister and the Hearth;" Blackmore's "Lorna Doone;" Hughes' "Tom Brown's Schooldays;" either Stephenson's "Treasure Island," or "Kidnapped," or "The Master of Ballantrae;" Cooper's Novels, any one; Poe's "Selected Tales;" either Hawthorne's "The House

of Seven Gables," or "Twice Told Tales," or "Mosses from an Old Manse." A collection of short stories by various standard writers.

GROUP 4—Essays, Biography, etc. To be selected.

Either the "Sir Roger de Coverley Papers," or "Selections from the Tatler and The Spectator," (about 200 pages); "Boswell's Selections from the Life of Johnson," (about 200 pages); "Franklin's Autobiography," either "Irving's Selections from the Sketch Book," (about 200 pages), or "The Life of Goldsmith;" "Southey's Life of Nelson;" "Lamb's Selections from the Essay of Elia," (about 100 pages); "Lockhart's Selections from the Life of Scott," (about 200 pages); "Thackeray's Lectures on Swift, Addison and Steele in the English Humorists;" Macaulay; one of the following essays: "Lord Olive," "Warren Hastings," "Milton," "Addison," "Goldsmith," "Frederick the Great," or "Madame d'Arbely," Trevelyan's "Selections from Life of Macaulay" (about 200 pages); (about 150 pages); "Dana's Two Years Before the Mast," "Lincoln's Selections," including at least two Inaugurals, the "Speeches in Independence Hall and at Gettysburg," the "Last Public Address," and "Letter to Horace Greeley," together with a brief memoir or estimate of Lincoln; Parkman's "The Oregon Trail;" Thoreau's "Walden," Lowell's "Selected Essays," (about 150 pages); Holmes' "The Autocrat of the Breakfast Table;" Stevenson's "Inland Voyage, and Travels with a Donkey;" Huxley's "Autobiography and Selections from Lay Sermons," including the address on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk;" a collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP 5—Poetry. Two to be selected.

Palgrave's "Golden Treasury" (First Series); Books II and III, with special attention to Dryden, Collins, Cowper, Gray and Burns; Palgrave's "Golden Treasury" (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's "The Traveler and the Deserted Village;" Pope's "The Rape of the Lock;" a collection of English and Scottish Ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Grahame," "Sir Patrick Spens," and a selection from later ballads; Coleridge's "The Ancient Mariner, Christabel and Kubla Khan;" Byron's "Childe Harold;" "Canto III or IV," and the "Prisoner of Chillon;" either Scott's "The Lady of the Lake or Marmon;" Macaulay's "The Lays of Ancient Rome," "The Battle of Naseby," "The Armada," "Ivry;" either Tennyson's "The Princess," or "Gareth and Lynette," "Lancelot and Elaine," and "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home

Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—," "The Pied Piper," "Instans Tyrannus," Arnold's "Sohrab and Rustum," and "The Foresaken Merman;" Selections from American Poetry, with special attention to Poe, Lowell, Longfellow and Whittier.

ENGLISH CLASSICS (B) INTENSIVE STUDY. ONE UNIT

Preparation for this part of the work includes thorough study for each of the works named below; a knowledge of the subject matter, form, and structure. The books set for entrance requirements in 1917 will be:

GROUP 1—*Drama*. One to be selected.

Shakespeare's "Julius Cæsar," "Macbeth," "Hamlet."

GROUP 2—One to be selected.

Milton's "L'Allegro," "Il Penseroso," and either "Comus" or "Lycidas;" Tennyson's "The Coming of Arthur," "The Holy Grail," and the "Passing of Arthur;" the selections from Wordsworth, Keats and Shelley in Book IV of Belgrave's "Golden Treasury" (First Series).

GROUP 3—*Oratory*. One to be selected.

Burke's "Speech on Conciliation with America;" Macaulay's "Two Speeches on Copyright," and Lincoln's "Speech at Cooper Union;" "Washington's Farewell Address," and Webster's "First Bunker Hill Oration."

GROUP 5—*Essays*. One to be selected.

Carlyle's "Essay on Burns," with a selection from Burns' Poems; Macaulay's "Life of Johnson;" Emerson's "Essays on Manners."

ALGEBRA—The equivalent of Mathematics I and IV in the Academy.

GEOMETRY—The equivalent of Mathematics II in the Academy.

HISTORY—History I in the Academy or an equivalent in General History.

The required unit in Science will be Botany, Physics or Chemistry.

BOTANY—One unit. This course should be both technical and practical, and include a microscopic study of the cells and tissues of the plant, including root, stem and leaves, lectures, field and laboratory work on algae, mosses, ferns, gymnosperms and cryptogamous plants taken up in the Spring Term. Bergen's Essen-

tials in Botany, or a similar text, indicates the ground to be covered.

PHYSICS—One unit. The equivalent of the work in Millikan and Gale's First Course in Physics. Laboratory notebook should be presented.

CHEMISTRY—One unit. An introduction of general chemistry. The student should be familiar with the common elements and inorganic compounds and in an elementary way with the theory of chemistry. The instruction must include both textbooks and laboratory work and extend over a period of one year. Notebooks must be presented.

ELECTIVES

GREEK—First unit. White's First Lessons in Greek or First Greek Book, or, an equivalent. The reading and translation of the first six chapters of Xenophon's Anabasis. Special attention should be given to pronunciation, accent, inflection, and the general essentials of grammar.

GREEK—Second unit. Goodwin's or Hadley and Allen's Greek Grammar; any standard edition of Xenophon's Anabasis; Sones' Greek Composition, or Sidgwick's Greek Writer. Systematic and thorough study of Greek grammar; special drill in syntax; the translation of books I, II, III, and IV of the Anabasis; thorough drill in Greek Composition; history of the period in which Xenophon lived.

LATIN—Two to four units. See Latin I, II, III, and IV in Academy.

GERMAN—Two units. A thorough knowledge of the rudiments of German grammar; ability to read prose or poetry of moderate difficulty; ability to translate simple English sentences into German; the reading of at least three hundred pages of prose; translation of matter based on the text read; memorizing of selected poems, practice in writing and speaking German.

HISTORY—One unit. A year of High School work in English History, American History and Civics, or Mediaval and Modern History.

SCIENCE—One unit. Another of the Sciences already mentioned, or Physiography, General Science, Agriculture, Domestic Science, or other acceptable subject. The time spent and the amount of field work and experiments done will determine the amount of credit.

PHYSIOLOGY—One-half unit. The equivalent of Martin's Human Body. (Briefer course.)

ENGLISH BIBLE—One-half to two units. Work presented from standard Bible schools will be accredited on proper basis.

SOLID GEOMETRY—One-half unit. The work of some standard text.

ECONOMICS—One-half unit. The practical study of some text like Laughlin's Political Economy.

PSYCHOLOGY—One-half unit. A half year's work completing a text like Halleck's Psychology and Psychic Culture.

BOOKKEEPING—Mechanical Drawings, Manual Training, Domestic Art or Science, and Successful Teaching Experience may be credited as electives, one-half unit or one unit each, according to the grade and amount of work done.

MUSIC—One or two units. See Music Department.

CONDITIONED STUDENTS

Students who are conditioned on entrance work will take studies in the Academy to remove such conditions, but may also take such studies in the Freshman year of the College as time and previous work will admit. However, if a student who has the required English, Mathematics and Foreign Language thinks he has a good reason why he should leave some conditioned work behind for a time he may take the question up with the President, but in no case may the conditioned work be left later than the Sophomore year of his College course.

ADMISSION TO SPECIAL STUDENTS

As a rule students desiring to pursue college work will be entered in a regular class looking toward graduation, yet under exceptional circumstances students who are not candidates for a degree may be permitted to take selective studies. However, such students must satisfy the faculty that they are able to take with profit the work selected. Each case will be decided on its own merits.

ELECTIVE WORK

Every subject in any regular course will be taught as scheduled, however few demands there may be in that course for that subject; but all electives, either as required work in some other course or as required work in no regular course, must have at least five students before the formation of such a class will be obligatory upon the institution. But if deemed expedient by the President and Professor in charge of the course, a class may be formed for any number whatsoever.

Any course in the regular College courses may be elected by students in whose regular course it does not appear, but credit will not be given on a new language for less than twelve hours.

Students who present for entrance, work that is required in the College will have the privilege of electing that much more of their College Course.

ADVANCED STANDING

Advanced standing will be given students who present work done at other institutions of like grade. Work done at institutions on the Semester plan will be accredited at proper ratio. No student should expect to receive full credit for work done at institutions not having equal entrance requirements. Enough to satisfy the entrance requirements will be deducted and the remainder will be accredited.

REQUIREMENTS FOR GRADUATION

The Bachelor of Arts Degree (A.B.) will be conferred upon the completion of 192 term "hours," including the required work and a major and two minors to be chosen by the student at the beginning of the Sophomore year.

The "hour" is the work done in a class meeting one period each week for a term. Union College is running on the trimester plan. The 192 hours is equivalent to 128 hours on the semester plan.

The required work is listed and the amount of elective work is stated under the curriculum. When the major and minors are selected the amount of elective work will be reduced accordingly.

A major subject and two minor subjects must be chosen at the beginning of the Sophomore year. One must be correlated to the major subject. The other minor may be selected from any field approved by the professor in charge of the major subject together with the President.

The work in the major subject will cover not less than thirty hours above elementary courses and a minor not less than twenty-one hours.

It is urged that every student take at least one good course in History and a first course in Physics, Chemistry, and Biology unless a good course in each has been taken in High School.

EXAMINATIONS AND GRADES

Examinations are held at the close of each term and the examination, together with the daily grade constitute the term grade. Grades are reported in letters as follows: A, B, C, D, E, and F. Grade A means *excellent*; grade B means *good*; grade C, *fair*; grade D, *passed*; grade E, *conditioned*; grade F, *failed*. Only one D in a term will be counted towards graduation, and if the student is carrying extra work no D grade and only one C grade a term will count towards graduation. No completed course will be marked E. Only a continued course will be marked E when the teacher thinks the student may make up the deficiency before the course is completed. If the student does not make up the deficiency the whole course will be marked F. A grade of F means that the course must be dropped and taken again later. If, for good reason presented to the teacher, the student receiving grade F desires to take another examination, the teacher may give it upon receipt of order for special examination. Credit toward graduation will not be given

on a course not completed, except in certain courses where the work done will justify.

An order for special examination may be obtained at the Office by paying a fee of \$1.00. Examinations other than those set for the class shall be classed "special examinations," and can not be held except by order for same.

The object of this ruling is two-fold. 1. To assure attendance upon examination. 2. To spare a busy teacher the waste of time.

HONORS IN SCHOLARSHIP

Honors in scholarship are recorded on the diplomas of the students winning them, and published on the Commencement program.

Honors in General Scholarship—two grades of honors, designated respectively as honors (*cum laude*) and high honors (*magna cum laude*) are conferred at graduation upon students who satisfy the following conditions of scholarship:

Honors in general scholarship are awarded to those students who have attained a grade of A in 100 hours of the total required for graduation, and a grade not lower than B in 60 hours more.

High honors are awarded to those students who have attained the grade of A in 160 hours of the total required for graduation.

Students completing more than 192 hours for graduation, must attain the same ratio of hours in A and B.

Students coming from other colleges may receive general honors on completing two years of resident study and satisfying the conditions of scholarship prescribed by the Faculty; provided they furnish also such evidence of high scholarship in the institution from which they came as may, in the judgment of the Faculty, entitle them to become candidates for honors under the regulations.

CURRICULUM

Freshman

| FALL TERM | | WINTER TERM | | SPRING TERM | |
|-------------------|---|------------------|---|------------------|---|
| English | 3 | English | 3 | English | 3 |
| Mathematics or | | Mathematics or | | Mathematics or | |
| Science | 5 | Science | 5 | Science | 5 |
| *Foreign Lang'ge. | 5 | Foreign Language | 5 | Foreign Language | 5 |
| Bible | 2 | Bible | 2 | Bible | 2 |

Sophomore

| | | | | | |
|----------------------|---|----------------------|---|----------------------|---|
| English | 3 | English | 3 | English | 3 |
| Mathematics or | | Mathematics or | | Mathematics or | |
| Science3 to 5 | | Science3 to 5 | | Science3 to 5 | |
| History | 3 | History | 3 | History | 3 |
| Bible | 2 | Bible | 2 | Bible | 2 |
| Electives2 to 4 | | Electives2 to 4 | | Electives2 to 4 | |

Junior

| | | | | | |
|------------------|----|------------------|----|------------------|----|
| Philosophy | 5 | Philosophy | 5 | Philosophy | 5 |
| Electives | 10 | Electives | 10 | Electives | 10 |

Senior

| | | | | | |
|-----------------|----|-----------------|----|-----------------|----|
| Electives | 15 | Electives | 15 | Electives | 15 |
|-----------------|----|-----------------|----|-----------------|----|

When the major subject has been chosen, and that should be done at the beginning of the Sophomore year, the electives in the other years will be reduced by the major and minor requirements.

*Every student will be required to take fifteen hours of foreign language during the College course, and if less than four units of foreign language have been offered for entrance at least nine additional hours will be required.

College Department of Instruction

ENGLISH

The English work is fundamental to all other courses. All students are required to take courses 1 and 2 and are encouraged to take as much more as they have time to give to that field.

Students majoring in English will take courses 1, 2, and 3 and elect at least twenty hours more from the other courses under the direction of the head of the department.

For a minor in English take courses 1, 2, and at least fifteen hours more selected under the advice of the department.

Those majoring in English will take one minor in Greek, Latin, French, German or History.

ENGLISH 1—*Composition*. The chief purpose of this course is to train the student in the use of easy, idiomatic English. It is believed that successful instruction in Rhetoric depends not so much upon precept as example and practice; so the student is encouraged to write freely upon subjects that appeal to him, and that spring naturally from the interests and activities of his daily life. The instructor corrects each paper in detail, and makes appointments with each student for private consultation as he sees fit. The instruction is made extremely flexible, and freshness and variety of methods are constantly sought. Required of all Freshmen.

Three hours a week throughout the year.

ENGLISH 2—*Literature*. This course aims to give a rapid survey of the development of English Literature from Beowulf to the present time, as a basis for all further study of Literature. Collateral reading with reports is a regular part of the work. Required of all Sophomores.

Five hours throughout the year.

ENGLISH 3—*Elements of Literary Criticism*. A study of the underlying principles of criticism with abundance of opportunity to apply those principles to literature itself.

Three hours throughout the year.

Courses 1, 2, and 3 are prerequisites of all other courses in English.

ENGLISH 4—*Advanced Composition*. This course is intended for those students who feel the need of further perfecting their own style of expression. All forms of discourse will be studied and especial attention will be given to organization, sentence structure, and expression for interest. Advanced oral composition will be required from time to time.

Two hours throughout the year.

ENGLISH 5—*History of the English Language with Word Study*. This course aims to give students a vital interest in their own language as a medium of expressing their own thoughts and feelings, with an ever-increasing delight in acquiring new words for every day use.

Two hours throughout the year.

ENGLISH 6—*Nineteenth Century Poetry*. A study of the period of transition from the later Romanticism to the spirit of the nineteenth century proper will precede the regular work which will include a detailed study of the poetry of Arnold, Clough, Browning, Tennyson, Rossetti, and Swinburn, with frequent excursions into the poetry of England today.

Three hours throughout the year.

ENGLISH 7—*Nineteenth Century Prose*. This course parallels Course 6, covering the prose work of Newman, Arnold, Ruskin, Carlyle, Macaulay and others.

Three hours throughout the year.

ENGLISH 8—*American Literature*. Parallels Course 2.

Two hours throughout the year.

ENGLISH 9—*Browning and Tennyson*. One-half year will be given to each of these great representatives of the nineteenth century spirit.

Two hours throughout the year.

ENGLISH 10—*English Poetry*. The fall term in this course will be devoted to a study of English Lyrics from Shakespeare to the present time; the winter term will be given to a study of the drama of Shakespeare; the spring term will be given to a careful study of the Epic, as represented by Milton's "Paradise Lost."

Three hours throughout the year.

ENGLISH 11—*Modern Drama*. This course reviews rapidly the early English drama, traces its development through the different epochs, and gives special emphasis to the drama since Ibsen.

Two hours throughout the year.

ENGLISH 12—*Epics in Translation*. Fall Term, Homer's "Iliad;" Winter Term, Virgil's "Aeneid;" Spring Term, Dante's "Divina Commedia."

Three hours throughout the year.

ENGLISH 13—*Classic Drama in Translation*. This course will cover the great tragedies and comedies of the Greek and Roman Literature.

Two hours throughout the year.

ENGLISH 14—*English Novel I*. Only students who have time for much outside reading should elect this course. It will include representative novels from Richardson to George Eliot.

Three hours throughout the year.

ENGLISH 15—*English Novel II*. This course continues the work of Part I and will include the novels of Stevenson, Kipling, Hardy, McCleod, Gissing, Sinclair, Wells, and others.

Three hours throughout the year.

ENGLISH 16—*Eighteenth Century*. This course covers a thorough review of the Restoration, the development and decline of the spirit of Classicism.

Three hours throughout the year.

ENGLISH 17—*Method of Teaching English*. Open only to those who expect to take up English teaching in the High school.

One hour throughout the year.

ENGLISH 18—*The Bible as Literature*. This course aims to teach as literature, the stories, the poetry, the drama, with something of the philosophy of the Bible, applying the principles of literary art to the greatest single collection of literature in the world. Elective for Sophomores, Juniors, and Seniors.

Two hours a week.

ENGLISH BIBLE, THEOLOGY, AND LIFE SERVICE

The work in Bible is a literary, historical, social and devotional study of the English Bible with a view to making scholarly and genuine Christian citizens. The work is presented with such thoroughness and appreciation as to remove a too frequent feeling that such study is not worthy of the time of people of affairs.

The work in Theology is designed especially for ministerial students, but any student will find these courses of real benefit in a general as well as in a specific way. The grounding of belief is a great and steadying asset in living a consistent and forceful life.

This is not supposed to be a theological seminary course, but it is offered as a training which will meet the needs of the man or woman who wants some help in Christian work before going to a theological seminary. Also, there are thousands of efficient workers who can not and who never hope to get a complete College training. Again, a course in a System of Christian Doctrine is as valuable as a mind and character builder as almost any college course one could take.

Thirty hours in this department, including twelve hours of Bible, will constitute a minor. Theology I is designed for beginners and will not be credited in the College Department.

BIBLE 1—*Life and Teachings of Christ.* The four gospels are carefully studied with view to ascertaining the facts about the life of Jesus and his sayings from the oldest sources. Also this course takes up in the second half of the year a study of the social and ethical teachings of Jesus as given in the gospels.

Two hours throughout the year.

BIBLE 2—*Early Hebrew Life and Literature.* A study of the Pentateuch with view to getting the point of view of the early Hebrews and their social, political and religious standards as revealed in the narratives and laws from the creation to the death of Moses. The second half of the year will be given to the study of the golden age of Hebrew History as given in Samuel, Kings, and Judges. Beginning with the entrance to the promised land and continuing to the close of Solomon's reign a careful study is made of the Hebrew life and nation as it passed from stage to stage.

Two hours throughout the year.

BIBLE 3—*Old Testament Prophets.* Their times, the needs of the people, their spirit, and their message. Designed for College students only.

One hour throughout the year.

BIBLE 4—*Pauline Epistles.* The social, devotional, ecclesiastical, philosophic and doctrinal problems of the early Christian Church. Paul's Epistles largely constitute the matter for study. Open to College students only.

One hour throughout the year.

THEOLOGY 1—This is an introductory course for students who have had but little training in Bible study and practical expe-

rience. The course starts with Binny's Compend of Doctrine and is followed by some of the standards, such as Wesley's Christian Perfection, Walker's Philosophy of the Plan of Salvation. This course is designed for academy students.

Three hours a week throughout the year.

THEOLOGY 2—*Homiletics*. This course is practical but will be made as literary as possible. A careful study of sermonizing, making of outlines, writing of briefs and sermons. Lectures by the instructor and some good text, such as Broadbush, Kern or Pattison.

Two hours a week throughout the year.

THEOLOGY 3—The first part of the course will be a careful study of Theism as a fundamental to Christian philosophy. When the fundamental is well established the course will proceed to build up a well constructed system of Christian doctrine. The basis for this course will be Miley's Systematic Theology, collateral reading, lectures and discussions.

Three hours a week throughout the year.

THEOLOGY 4—*Advanced Homiletics*. A critical study of great sermons. At least one sermon of some noted preacher will be carefully studied each week in the light of homiletics as such and on the merits of itself. Sermons from less distinguished preachers will also be studied for comparison. Students will make briefs of some of the sermons studied. Also from time to time the students will write outlines, briefs and sermons.

Two hours throughout the year.

THEOLOGY 5—*Biblical Hermeneutics*. This offers a study of the laws by which the Bible may be explained. It consists of first, introduction to Bible interpretation, the study of Bible languages, inspiration, textual criticism, and the qualifications of an interpreter; second, a study of the principles of Bible interpretation; third, the History of Bible interpretation from the ancient Jewish down to the present time.

Two hours a week throughout the year.

THEOLOGY 6—*Comparative Religions*. This course will consist of a comparative study of the great world Religions, with special emphasis upon the three great Missionary Religions, Buddhism, Mohammedanism, and Christianity.

Two hours a week throughout the year.

LIFE SERVICE I—*General Course*. This course will offer a general consideration of the beauty, dignity, and value of unselfish service and follow with a brief consideration of the spirit of a true minister, religious teacher, deaconess, social worker, Red Cross nurse, Salvation Army worker, slum worker, and mission-

ary, together with a brief consideration of what such service has accomplished and what it can accomplish. Lectures and extensive reading.

Two hours a week throughout the year.

LIFE SERVICE 2—*Teacher Training.* We offer in this course the books scheduled by the Board of Sunday Schools, and those finishing them receive the usual certificates and diplomas. This last year a large number took the course and we expect a still larger class this coming year.

Two hours a week throughout the year.

LIFE SERVICE 3—*Missions.* It is the purpose of this course to give a brief study of early missions in the Greek and Roman Empires and northern Europe. This will be followed by a more extensive study of Protestant missions throughout the world with emphasis on certain typical missionaries and missionary centers with view to catching the genius and power of Christianity to redeem the world. Consideration will also be given to the relation of the missionary to the home church. Strong points in the life and work of some great missionaries will be dwelt upon.

Two hours a week throughout the year.

FRENCH

The aim of these courses is to give the student a knowledge of the language both written and spoken, to appreciate the literature, a general knowledge of the history and development of the languages.

For a major in French take courses 2, 3, and 5. Students majoring in French are advised to take course 4 also.

For a minor in French take courses 2, and 3 or 5.

A student majoring in French will take one minor in Latin, Greek, Spanish or German.

FRENCH 1—*Elementary French.* Fraser and Squair is used as a grammar and reference book. Oral conversation and written work. Reading of one easy prose book.

Five hours throughout the year.

FRENCH 2—*Intermediate French.* Reading of such authors as Mérimée, Dumas, George Sand, Labiche and Martin. Memorizing of poems. One paper written in French. Conversational French to a large extent.

Three hours throughout the year.

FRENCH 3—*French Literature in First Half of Nineteenth Century*. Study of Victor Hugo, Lamartine, Alfred de Vigny, Alfred de Musset, Chateaubriand. Study of the literature of this period by collateral reading. Open to students who have completed Course 2.

Three hours throughout the year.

FRENCH 4—*French Prose Composition*. This course aims to give the student a better knowledge of writing and speaking French. Open to students who have completed Course 2.

Two hours throughout year.

FRENCH 5—*French Literature*. A study of Drama. The reading of such writers as Corneille, Racine, Moliere. Outline of the literature of this period.

Three hours throughout the year.

GERMAN

The method and purpose is the same as with French.

For a major in German take courses 2, 3 and 5. Students majoring in German are advised to take course 4 also.

For a minor in German take courses 2, and 3 or 5.

Those majoring in German will take one minor in Latin, Greek, French or Spanish.

GERMAN 1—*Elementary German*. This course embraces a thorough knowledge of pronunciation, forms, and elements of German Grammar. Text used is "Kayser and Montessers' Foundation of German." The reading of easy prose. "Sturm's Im-mensee" is read during last term. Conversation used whenever possible.

Five hours throughout the year.

GERMAN 2—*Intermediate German*. The reading of easy classics and conversation.

Three hours throughout the year.

GERMAN 3—*German Short Story*. Reading of such authors as Eichendorf, Sturm, Ludwig. Some more advanced prose work. Three hours throughout the year.

GERMAN 4—*German Composition*. Writing of short exercises into German. Conversation. Dictation. Open to students who have completed Course 2.

GERMAN 5—*German in Eighteenth Century*. Reading of Goethe, Lessing and Schiller.

Three hours throughout the year.

GREEK

To major in Greek take courses 2, 3, and 4.

For a minor in Greek take courses 2, and 3 or 4.

Those majoring in Greek will take a minor in Latin, English, French or German.

The aim of the Department of Greek is to acquire able reading knowledge of the language and an appreciative conception of ancient thought and literature.

The Grammar and Composition are continued throughout the entire course. In order to encourage independent thought and research in the field of literature, works relating to the author and subject under study are encouraged.

GREEK 1—*Essentials of Grammar.* In this course special attention is devoted to mastery of forms, pronunciation, accent, and general fundamentals of grammar. Special emphasis is placed on the fundamentals of translation, oral and written.

Textbook—White's "A First Book in Greek," or Graves and Hawes' "First Book in Greek."

Five hours per week throughout the year.

GREEK 2—*History.* Reading translation of Xenophon's "Anabasis," Books I-IV. Grammar and prose composition continued. This course is designed for those who have spent one year in the completion of Course 1.

Textbooks—White's or Goodwin's "Xenophon's Anabasis;" Pearson's "Greek Prose Composition."

Three hours per week throughout the year.

GREEK 3—*Oratory.* "Lysias;" Jebb's "Attic Orators;" Grammar and Prose Composition; History of Grecian Statesmen.

Textbooks—Goodwin's Greek grammar; "Lysias" (Wait); Prose Composition (Spieker).

Three hours per week through fall term.

History—"Herodotus," Books VI and VII; Grammar and Prose Composition. Also readings from "New Testament," and "Old Greek Education." The time prescribed for this entire section may be given to reading the "New Testament" if desired.

Textbooks—"Herodotus" (Merriam); "Old Greek Education" (Mahaffy).

Three hours per week through winter and spring terms.

GREEK 4 A—*Epic Poetry*. Homer's "Iliad," Books I-VI; Grammar and Prose Composition.

Textbooks—"Iliad" (Keep); Prose Composition (Spieker).

Three hours per week through fall term.

B—*Philosophy*. Plato's "Apology" and "Crito"; Xenophon's "Memorabilia"; Grammar and Prose Composition. Selections from the New Testament may be substituted for Xenophon's "Memorabilia."

Textbooks—"Apology" and "Crito" (Dyer); "Memorabilia" (Winans).

Three hours through winter and spring terms.

HISTORY, POLITICAL SCIENCE, AND ECONOMICS

Those majoring in this department must take fifty hours to be selected with the advice of the Professor in charge. For a minor, take thirty hours under the advice of the Professor in charge.

COURSE 1—*Greek and Roman History*. This course will take up a study of the cultural and institutional life of these countries. It will be so shaped as to lead to the study of Mediæval History by taking hold of the beginnings of the great movements of civilization which started with the founding of these nations.

Three hours a week throughout the year.

COURSE 2—*Mediæval History*. This course will cover the period beginning with the year 375 and continuing to 1492 A. D. There will be a careful study of the Migrations of the various northern tribes; the Crusades; the formation of early European nations; and the tracing of their history in relation to the general civilization of modern times.

Two hours a week throughout the year.

COURSE 3.—*English and Political History*. This course will cover the History of England from the founding of the English nation in 449 A. D. It is designed to give the student an idea of the conflicting lines of thought that finally grew into a conception of liberal government.

Two hours a week throughout the year.

COURSE 4—*English Constitutional History*. This course will embrace the beginnings of Constitutional History as seen in the town and manor system. It will necessitate a study of the development of the various Charters in their building up of the constitutional law of England. Also there will be the study of the growth and development of the franchise and the jury system.

Three hours a week throughout the year.

COURSE 5—*The Reformation.* This course offers a study of the reformation in Germany and the other countries of Europe in its relation to Scholasticism and the Renaissance. This course will show the rise of Protestantism and its conflict; also there will be impartiality shown in the discussion of the attitude of the Roman Catholic Church.

Two hours a week throughout the year.

COURSE 6—*English Industrial History.* This course will be an introductory study of the industrial development of England. It will discuss the growth of the nation from the earliest years of its history to its growth into a mighty empire.

Two hours a week throughout the year.

COURSE 7—*Early American History.* This will be a study of the early discoveries and settlements to the beginning of the United States Government in 1789. The course will endeavor to trace the threads of future institutions. Class work and collateral reading will constitute the work of the student.

Two hours a week throughout the year.

COURSE 8—*American History from 1789 to 1865.* This course consists of a study of the period beginning with the government in 1789 to the close of the Civil War in 1865, with a detailed study of the causes and results of the great struggle. A study of the great Political, Industrial, and Civic questions will be carried on as far as possible, from the sources.

Two hours a week throughout the year.

COURSE 9—*American History, 1865 to 1920.* This course will cover the period of United States History extending from the Civil War to the present, carefully tracing the national ideals in peace and in war at home and abroad.

Two hours a week throughout the year.

COURSE 10—*U. S. Constitutional History.* This is a course made up of the study of Political Science, dealing with such fundamental questions as the constitutional convention papers, constitutional amendments, and development of the Government as we see it to-day.

Three hours a week throughout the year.

COURSE 11—*American Industrial History.* This course will present the industrial development of the United States from its earliest history to the present. There will be comparisons made from time to time with the advancements made by the countries of Europe, and more especially with that of England.

Three hours a week throughout the year.

ECONOMICS 1—*General Economics.* This course gives the student an idea of the general principles of economics, and serves

as a basis for advanced work in the subject. After the characteristics of our present industrial system are examined, a study is made of the laws governing production, consumption, exchange, and distribution of wealth. Special attention is given to money and banking, protective tariffs, trusts, socialism and taxation. Ely's *Outlines of Economics* is used as a basis of the course.

Four hours a week, fall and winter terms.

ECONOMICS 2—*Social Economics*. This is an introductory course. The student is taught to observe society and the social conditions in all of their phases. The subject is pursued on a practical basis. Among the topics for study are: The Social Value of Wealth; Immigration; The Family; Divorce; Education; Child Labor; City Life; Social Value of the Church; Pauperism; Intemperance and Crime. The purpose of the course is to instill into the students a desire for real research and investigation. Text book, and much collateral reading is required.

Four hours a week, Spring Term.

LATIN

The object of the Freshman year is to learn to read Latin with ease. After that emphasis is given to Roman literature, Philosophy, and Roman life.

For a major in Latin take courses 1, 2, and nine hours additional.

For a minor in Latin take course 1 and nine hours additional.

Those majoring in Latin will take one minor in English, Greek, French, or German.

LATIN 1—*Literature*. Cicero's *De Senectute* and *De Amicitia*; Livy, Books XXI and XXII; Tacitus' *Germania* and *Agricola*. Prose composition once a week.

Five hours throughout the year.

LATIN 2—*Literature*. Horace's *Odes* and *Epodes*; Terence, selected plays; Juvenal's *Satires*.

Three hours throughout the year.

LATIN 3—*Roman Private Life*. Lectures on Roman Private Life, with collateral reading in Latin from Pliny's *Letters* and other sources. Also extensive library reading, with frequent reports and papers on assigned subjects.

Three hours throughout the year.

MATHEMATICS

A minor in Mathematics includes courses 2, 3, 4 and 5. If a student has not had solid geometry he will be expected to take course 1. It is the expectation of the College to offer a major in Mathematics later and anyone wishing to major in this field may start now with reasonable assurance of more work added as he gets to it.

MATHEMATICS 1—*Solid Geometry.* Lines and planes in space, polyhedrons, cylinders, cones, and spheres, with numerous original exercises. Freshman year.

Five hours, Fall Term.

MATHEMATICS 2—*Plane and Spherical Trigonometry.* An attempt is made to lay the foundation for further successful mathematical study. An introductory account of the theory of logarithms and preliminary practice of the use of logarithmic tables will be followed by a study of the theory of trigonometric functions and by application of the theory to the solution of the right and oblique plane triangle and of right and oblique spherical triangles. Text: Wentworth and Smith, *Spherical Trigonometry*.

Five hours first half year.

MATHEMATICS 3—*Algebra.* This course presupposes a thorough knowledge of elementary algebra. Chief topics—progressions, logarithms, variables and limits, permutations and combinations, determinants, general properties of equations, and complex numbers. Text: Wentworth's *College Algebra*.

Five hours second half year.

MATHEMATICS 4—*Analytic Geometry.* Loci, the straight line, circle, parabola, ellipse, hyperbola, and higher plane curves.

Five hours, Fall Term.

MATHEMATICS 5—*Calculus.* Elements of calculus, including differentiation, integration, maxima and minima, plane curves, areas, and applications to mechanics and astronomy.

Five hours, Winter Term.

MATHEMATICS 6—*Surveying.* Recitations supplemented by lectures and field practice with the compass, transit, level, and other surveying instruments. Attention is given to the best of keeping field notes of surveys, writing descriptions, plotting, computing, and proving work.

Five hours, Spring Term.

MATHEMATICS 7—*Astronomy.* The principles of astronomy are considered as far as possible without mathematics. Especial attention is paid to the application of physical principles and laws to astronomical reasoning. Much observation of the heavens with and without instruments. The course is cultural rather than technical in its nature. Prerequisites, Physics I and Trigonometry.

Three hours, Spring Term.

PHILOSOPHY AND EDUCATION

It is the design of these courses to connect the student with his real world. Professor Royce wisely wrote that one philosophizes when he tries to understand his world. It is the part of a philosopher to treat life seriously and to feel for the truth sympathetically. The Christian philosopher endeavors to construct a system of logical interpretation based upon the experience of the race in its endeavor to become better. The fundamentals of Christianity are kept in mind and due respect for its contribution to the uplift of the world is maintained.

Those majoring in Philosophy will take courses 1, 2, 3, 4, 5 and nine hours to be elected.

For a minor in Philosophy take courses 1, 2, 3 and nine hours to be elected.

Those majoring in Philosophy will take one minor in History or English.

In no case will any student be enrolled in Philosophy in his Freshman year, and all students are advised to put it off until the Junior year if possible.

PHILOSOPHY 1—*General Psychology.* A comparative study of two leading text-books on psychology. The work of the first half of the term is concerned largely with the physiological side of psychology, and gives special emphasis to consciousness and the nervous system. The second half is given to the study of mental activity, such as retention, disposition, habit, instinct, association, recall, cognition, perception, memory, reasoning, emotion, and will. Text-books: Angell and James.

Daily, Fall Term.

PHILOSOPHY 2—*Logic.* A study of the purposes, laws, and limitations of human reasoning, whether deductive or inductive.

The course is made as practical as possible. Text: Creighton's Introductory Logic.

Daily, Winter Term.

PHILOSOPHY 3—*Ethics.* A critical study of the foundation of moral obligations. The course is designed to give philosophic insight and to build moral character. Moral laws are applied to practical life and correlated with Christian ethics. Comparative study of two standard texts. Lectures.

Daily, Spring Term.

PHILOSOPHY 4—*History of Ancient and Medieval Philosophy.* A careful survey of philosophic thought from the early Greeks to the Renaissance. The aim of this course is not so much to master the details of each philosopher as to grasp the fundamental of each school and note the effects upon succeeding philosophies and sciences. Text-book, much collateral reading, and lectures.

Open to Juniors and Seniors.

Three hours, first half year.

PHILOSOPHY 5—*History of Modern Philosophy.* Beginning with Descartes and Bacon, the development of philosophic thought and its relation to national ideals are carefully studied. This study should throw substantial light upon the background of modern social, religious, educational, and governmental problems.

Open to Juniors and Seniors.

Three hours, second half year.

PHILOSOPHY 7—*Social Psychology.* A study of social instincts and their relation to organized society. Crowd psychology, the mob, fashion, excursions, behavior under excitement, under crises both personal and national, the public press, propaganda, and some attention will be given to the psychology of religious experience.

Open to students who have had General Psychology.

Three hours, second half year.

PHILOSOPHY 8—*Philosophic Foundations of Christian Theology.* The first part of the course makes an inquiry into the theistic conception of the world with the thought of establishing that view as a necessary postulate of reason and of human life. The second part of the course offers a philosophic study of the fact and the sense of sin, the incarnation, atonement, miracles, redemption from sin, immortality, etc. The effects of these doctrines will be traced in civilization, and modern problems will be viewed in the light of what Christianity offers as a solution.

Open to Juniors and Seniors.

Three hours throughout the year.

EDUCATION 1—*History of Education*. This course takes a rapid review of Greek, Roman, and Mediæval education and begins more intensively with the Renaissance and the Reformation. Due emphasis is given to educational movements, special types of schools, methods, great leaders, and the effects upon community and national life. Text-book, assigned readings, and lectures. Any student selecting this course should have had Ancient, Mediæval, and Modern European History. Prerequisite: General Psychology.

Three hours a week, first half year.

EDUCATION 2—*Secondary Education*. It is the object of this course to give some appreciation of the development of secondary education with special emphasis to curricula, aim, discipline, method, and influence. A consideration of adolescent psychology will give a basis for constructive criticism and study. Text-book, reading, and lectures. Prerequisite: General Psychology.

Three hours a week, second half year.

EDUCATION 3—*Educational Psychology*. A study of original instincts, their appearance and modification through direction, the learning process, formal discipline, the measurement of mental activities, and the value of the different subjects of the curriculum.

Open to students who have had General Psychology.

Two hours, first half year.

EDUCATION 4—*Philosophy of Education*. In this course an effort is made to get the relation of the educational process to biology, psychology, and social well-being of the individual and the race. Educational theory and curricula are critically studied, also the social aspects of past and present educational practices. Prerequisite: General Psychology.

Two hours a week, second half year.

SCIENCE

Every student should have in high school or college at least one good course, with extensive laboratory work, in Physics, Chemistry, and Biology.

For a major in Science take courses 1, 2, 3, 4, and 5.

For a minor take courses 1 and 2, or 3 and 4, and one other.

Those majoring in Science will take one minor in Mathematics.

SCIENCE 1—*General Physics*. This is a first course in College Physics and may be taken by students who have not had higher mathematics. It takes up the general properties of matter, wave motion, sound, heat, electricity, magnetism, and light.

Five hours throughout the year.

SCIENCE 2—*Advanced General Physics*. This course aims at delicate precision in the various mathematical problems in the study of mechanics, heat, light, sound, electricity and magnetism. Prerequisites, Physics 1 and Mathematics 2, 3, 4, and 5.

Three hours throughout the year.

SCIENCE 3—*General Inorganic Chemistry*. This course includes lectures, recitation and laboratory work. The mentals and metalloids, together with their more important compounds, are studied. The mentals or base-forming elements are given special attention. In the laboratory the student becomes familiar with apparatus and methods of work. More elaborate experiments to illustrate lectures are performed by the instructor. Two to three hours in class and four to six in laboratory weekly to count as a five-hour course.

SCIENCE 4—*Analytic Chemistry—Qualitative Analysis*. Bases and acids. The student is required to work through a system of preliminary analytical reactions. The more intimate knowledge of the elements and their compounds thus gained enables the student to verify the methods of grouping and separating the elements. At stated intervals, lectures and recitations will be devoted to discussions of all reactions. The modern theories of "solution," "precipitation," "chemical equilibrium," etc., receive much attention. Students are required at the conclusion of the work to analyze a given number of unknown substances without reference to the manual. Text-book: Lee's Qualitative Chemical Analysis. Laboratory and lectures six hours a week throughout the year. Open to those who have completed Course I, or its equivalent.

Three hours throughout the year.

SCIENCE 5—*General Zoology*. Types of the main groups of animals are studied with regard to structure, development, and relation to environment. Laboratory work will be on animals selected from the following list: Amoeba, peramoecium, vorticella, stentor, sponge, hydra, hydroids, planarians, thread worms, earth worms, nereis, leech, starfish, sea-urchin, snail, clam, squid, crawfish, centipede, grasshopper, beetle and frog. Lectures and collateral reading. Two or three two-hour laboratory periods a week.

Five hours throughout the year.

SCIENCE 6—*Comparative Vertebrate Anatomy*. A study of selected vertebrate types from Amphioxus to the mammals. The form and development of the different systems of organs are considered in detail. This course is an excellent preparation for the work in human anatomy or for teaching. This course and Science 5 make a good year's course in Biology. Required of medical students. Elective in the College. Recitations two hours, laboratory four hours.

Four hours throughout the year.

SCIENCE 7—*General Histology*. A course in histological, including the processes of fixing, imbedding, staining, technic sectioning and mounting different kinds of tissues. This course also includes an elementary study of the various organ tissues. Elective in the College. Recitations two hours, laboratory four hours for the Fall Term.

Prerequisite: At least seven term hours of Biology.

SCIENCE 8—*Biology and Disease*. This course consists of recitations and lectures on the cause and means of preventing communicable diseases. It aims to give the facts which every person should know concerning tuberculosis, typhoid fever, diphtheria, yellow fever, and other diseases caused by bacteria or protozoa. Elective in the College and Senior Academy year.

Two hours a week, Winter Term.

SCIENCE 9—*Botany*. A study of the biology, morphology, and classification of typical plants selected from the different groups. Recitations two hours, laboratory four hours.

Four hours a week, Spring Term.

HOUSEHOLD ARTS

HOME ECONOMICS I—*Foods and Cookery*. The classes of foods, their use, food values, and cost; principles of selection, marketing, and manufacture of foods, food combinations; laboratory practice in preparation of foods. Three two-hour periods a week, first half year.

HOME ECONOMICS II—*Textiles and Clothing*. Materials suitable for various uses in the home and in clothing; drafting of patterns; samplers; hand and machine sewing; garment making.

Three two-hour periods a week, second half year.

Normal School

The Normal School is planned to meet the requirements of the State law as an approved Normal School whose graduates upon the completion of certain courses may be granted by the State certificates to teach, in the same manner that graduates from the State Normals receive certificates.

The Board of Regents for Normal Schools has already approved Union College Normal for the Elementary Certificate and it should soon be approved for the Intermediate Certificate.

COURSES

Two courses, the Elementary Certificate Course and the Intermediate Certificate Course, are offered. The courses in each are of High School grade. The Elementary embraces the equivalent of eight High School units, corresponding to the Freshman and Sophomore years, and the Intermediate the equivalent of eight more such units corresponding to the Junior and Senior years of High School.

EQUIPMENT

The entire equipment of the College is open to use by the Normal School. This equipment includes good laboratories in Physics, Chemistry, Biology, Domestic Science and Art. Agricultural plots, the Conservatory of Music, Expression, Typewriting, Library, a Training School, New Gymnasium and Athletic Field.

TRAINING SCHOOL.

Union College has made arrangements with the Barbourville City Schools to use the first six grades for a training school. The seventh and eighth grades are at the College. The College helps to select the teachers for the training school. Normal students do observation and practice teaching in the training school.

FACULTY

The Faculty is made up of trained specialists in every department, from the critic teachers in the training school to the head of the Normal School.

SCHEDULE

Since many of the Normal students come after their schools close in December or January the schedule for the Normal courses will be adjusted to the needs of the students. Some studies will be repeated each term if necessary. Some studies may be taken together with the regular Academy students while others will be run for Normal students only. However, a good student may finish the regular Academy course and the two Normal courses in the time that the average student takes for the Academy alone.

THE ELEMENTARY CERTIFICATE COURSE

This course is open, without conditions, to those who have completed the eight grades of the common school course. Those who have not completed the eight grades will be put in the Sub-Academy or special classes until they are prepared for this course. This course leads to the Elementary Normal Certificate, which is good for two years in the public schools of the State. Three terms must be spent in resident study before this certificate may be secured, regardless of the number of credits the student may have when he enters.

The courses are written up by the term and each course counts one-third of a unit and each drill one-sixth of a unit. Certain method-content courses are required, while there is some liberty in selecting others.

The State Normal Executive Council has prescribed the following amount and kind of courses for the Elementary certificate:

| | | |
|-----------------------------------|---|-----------|
| Education | 1 | 1-3 units |
| English | 1 | 2-3 units |
| American History and Civics | 1 | unit |
| Science | 2 | units |
| Mathematics | 1 | 1-3 units |
| Drills | | 2-3 units |

The order and selection of courses must be approved by the Professor in charge of the Normal School. All students will take English Bible.

THE INTERMEDIATE CERTIFICATE COURSE.

This course is open, without conditions, to those who have completed the Normal Elementary Certificate Course or the first two years in an accredited High School, or their equivalent. This course leads to the Intermediate Normal Certificate, which is good for four years in all the common schools of the State.

Those who enter with two years of accredited High School work will be required to take certain method-content courses

in the Elementary Certificate Course and enough other work to take the place of the regular High School subjects which have already been taken and which may be credited on this course.

The State Normal Executive Council has prescribed the following amount and kind of courses for the Intermediate Certificate:

| | | |
|------------------------|---|-----------|
| Education | I | unit |
| English | I | 1-3 units |
| History | I | 1-3 units |
| Mathematics | I | unit |
| Science | I | unit |
| Foreign Language | I | 2-3 units |
| Drills | | 2-3 units |

The order and selection of courses must be approved by the Professor in charge of the Normal School. All students will take English Bible.

Academy

PURPOSE

The Academy is designed to prepare students for colleges or technical schools; to give teachers the high school work required by the new law in Kentucky, and to broaden the education of those taking up business and home life.

SCOPE OF INSTRUCTION

The Academic Course is four years in length and covers a regular high school course. The course is uniform for the first two years.

The electives make it possible for a student to choose his course in part and to prepare for a classical, scientific, professional or vocational life as he sees fit.

Our Academy is in Class A of the accredited list of secondary schools of the Association of Kentucky Colleges. This means that our graduates receive full Freshman rank, without examination, at any College belonging to this Association. Sixteen units are required for graduation.

ENTRANCE

Those finishing the Sub-Academic and those presenting a common school diploma, or a certificate of promotion from a good graded school or high school, or a teacher's license will be admitted to the Academy without examination. A statement from the principal of a private school may or may not be accepted. Those who have completed the grade work except a few branches may take enough in the Academy to make a full course, provided they are prepared to take the Academic work. Other

applicants will be subject to examination in the common school branches.

Students will be kept, as nearly as possible, regular in the course.

ADVANCED STANDING

Advanced standing will be given students presenting credits from good secondary schools and to students passing examinations on work done for which credits are not presented.

GRADUATION

An Academic Diploma will be granted students completing the Academic Course. Students completing the course except one subject for one year or equivalent will be graduated with their class on one of two conditions as follows:

1. To receive the diploma with the condition written on it.
2. To return and finish the subject the Freshman Collegiate year and receive the diploma when the work is finished.

ACADEMY CURRICULUM

Freshman

| FALL TERM | WINTER TERM | SPRING TERM |
|--------------------|--------------------|--------------------|
| English I.....5 | English I.....5 | English I.....5 |
| Latin I.....5 | Latin I.....5 | Latin I.....5 |
| *Science5 | Science5 | Science5 |
| Mathematics I ...5 | Mathematics I ...5 | Mathematics I ...5 |
| Bible2 | Bible2 | Bible2 |

Sophomore

| | | |
|--------------------|--------------------|--------------------|
| English II5 | English II5 | English II5 |
| Latin II5 | Latin II5 | Latin II5 |
| Mathematics II ..5 | Mathematics II ..5 | Mathematics II ..5 |
| History I5 | History I5 | History I5 |
| Bible2 | Bible2 | Bible2 |

Junior

| | | |
|--------------------|---------------------|---------------------|
| English III5 | English III5 | English III5 |
| Foreign Lang'ge..5 | Foreign Lang'ge..5 | Foreign Lang'ge..5 |
| Mathematics III..5 | Mathematics III ..5 | Mathematics III ..5 |
| Bible2 | Bible2 | Bible2 |
| †Elective5 | †Elective5 | †Elective5 |

Senior

| | | |
|--------------------|--------------------|--------------------|
| English IV5 | English IV5 | English IV5 |
| Foreign Lang'ge..5 | Foreign Lang'ge..5 | Foreign Lang'ge..5 |
| Science III5 | Science III5 | Science III5 |
| Bible2 | Bible2 | Bible2 |
| Mathematics IV ..5 | †Elective5 | †Elective5 |

*Any Science courses except Physics may be elected here.

†One unit chosen from Latin, French, History, Physiology, Domestic Science, Music or Expression.

‡One unit chosen from Latin, French, History, Economics and Psychology, Physiology, Domestic Science, Music, Civics, Mathematics, or Expression. In electing a special like Music or Expression, tuition is extra. Some time during the course all girls must take one unit of Domestic Science embracing Cooking and Sewing.

Academy and Normal Departments of Instruction

EDUCATION

EDUCATION I—*Psychology* 1. Psychology is the foundation of all studies in Education. This is an elementary course dealing with the simpler foundation principles of the nervous system as observed in original responses to stimuli and in its modifiability under environment. Text-book and class discussions. Required of all candidates for the Elementary Certificate. Fall Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION II—*Method* 1. This course embraces a study of the principles underlying the proper teaching of children in the first four grades. Method in Reading and Number, Language and Drills, and in the teaching of Morals, such as personal and group neatness, hygiene, loyalty, etc., receive special emphasis. Text-book, library readings, class discussions. Required of all candidates for the Elementary Certificate. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION III—*Observation* 1. This course should follow Education II. After the theory has been clearly grasped as based upon the Psychology of the learning process the observation of the practical demonstration of the theory in actual schoolroom work, accompanied by expert supervision and followed by guided discussion, should give the prospective teacher a satisfying assurance that there is a real science in teaching which may be learned by careful application. Required of all candidates for the Elementary Certificate. Spring Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION IV—*School Management* 1. To feel discipline intelligently and sincerely is a guarantee to good order. This course endeavors to develop the proper attitude toward administrative problems and to give the best known forms to be used in meeting the usual but varied problems of the schoolroom, playground, and community. Observation will be made of the training school to get real situations and living examples for consideration. A standard text-book, lectures and discussions. Winter Term, daily, and repeated as often as necessary. One-third unit.

EDUCATION V—*Elementary State Course of Study*. The first problem of the rural teacher is how to manipulate the course of

study so as to have a well-graded school and to cover the work set by the course. This problem is thoroughly worked out, together with many points of method and administration. Spring Term, daily. One-third unit.

EDUCATION VI—*Psychology* 2. A special study of childhood and adolescent Psychology as it pertains to the problems of the schoolroom and other points of interest to the educator. Text-book, lectures and discussions. Required of all candidates for the Intermediate Certificate. Fall Term, daily, and repeated when necessary. One-third unit.

EDUCATION VII—*Method* 2. This course presents the principles of education underlying the work of the upper grades of the common school, with special emphasis on method in History, Geography, Physiology, Civics, Arithmetic and Grammar. Winter Term, daily. One-third unit.

EDUCATION VIII—*Observation* 2. This course calls for more individual work than Observation 1, and embraces the making of lesson plans, participation in practice teaching, the careful keeping of notebook, lectures, assigned reading, quizzes, and discussions. Required of all candidates for the Intermediate Certificate. Spring Term, daily. One-third unit.

ENGLISH

The aim of this department is to give the student such thorough instruction in the writing of English as will make his language the instrument for the easy, idiomatic, and energetic expression of his thought; to train him, both by theory and by practice, for natural and effective public address; to acquaint him with the essential facts in the development of the English language and literature, and with the great authors who have created that literature; and, finally, to render him sensitive to the literary and æsthetic value of life. Vigorous and painstaking habits of scholarship are constantly inculcated; but the student is never allowed to forget that literature is vital—that it draws its subject-matter and its inspiration from life, and in turn transmutes the crude and imperfect forms of life into beauty and character.

ENGLISH I (a)—*English Grammar*. This course is planned to give teachers a more definite knowledge of grammar by emphasizing the difficult points. Supplementary texts are used in connection with the adopted text in order to add new light and in-

terest to the subject. The parts of speech, their modifications and special functions, also diagramming, analyzing, and parsing, are carefully studied. Fall Term, daily. One-third unit.

(b) Text used Lewis and Hosis's "Practical English." Careful study of punctuation, use of the dictionary, the paragraph and the sentence. Special attention is given to letter writing and to the various business forms. Stress is laid on oral composition and written themes are required. Classroom study of Old Greek Folk Stories and "Merchant of Venice." Outside reading of ten Current Short Stories and "Wonder Book." The work of training the student in fundamentals of literary interpretation is begun. Winter Term, daily. One-third unit.

(c) Reading Course. In this course the student is taught the principles underlying correct breathing, tone production, voice placement, and poise. Special attention is given to enunciation, articulation and pronunciation. For practical demonstration, selections will be made from the classics. Spring Term, daily. One-third unit.

ENGLISH II (a)—Careful study of narration, using Lewis and Hosis's "Practical English." Oral and written composition required throughout the course. Classroom study of "Tanglewood Tales" and "Silas Marner." Outside reading of Current Literature. Fall Term, daily. One-third unit.

(b) A beginning course in exposition in which the fundamentals are applied to situations arising in everyday life. Classroom study of "Ancient Mariner" and "The Oregon Trail." Outside reading of Thoreau's "Walden" or some similar work. Winter Term, daily. One-third unit.

(c) A beginning course in argument, briefs, written themes involving the principles, and debates throughout the course. Some study is made of the newspaper and periodicals. Classroom study of "As You Like It" and selections of argumentative prose. Outside reading required. Spring Term, daily. One-third unit.

ENGLISH III (a)—Study of the principles of narration and description, with outside reading of ten or more of the world's best short stories. Frequent narrative and descriptive themes are required throughout the term. Careful class study of Cranford. Fall Term, daily. One-third unit.

(b) Principles of Exposition are studied; review of letter writing, original defining of terms with dictionary practice. Frequent expository themes are required. The class reads the Sir Roger de Coverley Papers, and *Mid-Summer Night's Dream*.

A biography selected by the student is required for outside reading during this term. Winter Term, daily. One-third unit.

(c) Rapid review of text-book, frequent language drills, correcting individual mistakes. The class studies *The House of Seven Gables*, Marner's *In the Wilderness*, and has one lesson a

week from the Literary Digest. Themes and longer papers are required.

Classics, text-book and magazines are subject to change, but equivalents are given. Text of year, Brooks—Book II. Spring Term, daily. One-third unit.

ENGLISH IV (a)—The principles of argumentation as laid down in Brooks—Book II are studied. Outlines, briefs and themes are required, and formal debates are held from time to time. The class makes an intensive study of Burke's Speech on Conciliation, or of Washington's Farewell Address. Fall Term. One-third unit.

(b) An elementary study of the principles of poetry forms the basis of this term's work. Palgrave's Golden Treasury, Milton's Minor Poems, and Macbeth are studied. Winter Term. One-third unit.

(c) Review principles of the year's work, with thorough study of Carlyle's Essay on Burns. Themes, talks, discussions of current problems, outlines and briefs are continued throughout this term. Spring Term, daily. One-third unit.

MATHEMATICS

MATHEMATICS I (a)—*Arithmetic*. This course embraces a review of all the more important principles of arithmetic. Outdoor work, measuring land, estimating lumber in logs, bills of weather boarding, flooring, painting, capacity of cisterns, bins, etc., a study of percentage, including notes, checks, stocks, and bonds, meansuration, and the principles of involution are given careful study. Fall Term, daily. Repeated Winter and Spring Terms, when necessary. One-third unit.

(b) *Algebra*. This course includes Negative Algebraic Expressions, Addition, Subtraction, Multiplication and Division, also Simple Equation with one unknown quantity. Wentworth and Smith Academic Algebra, Chapters I-VIII. Winter Term, daily. One-third unit.

(c) *Algebra*. This course includes special Products and Quotients, Factors and Fractions. Wentworth and Smith, Chapters IX-XI. Spring Term, daily. One-third unit.

MATHEMATICS II (a)—*Geometry*, Book I. Much attention is given to the solution of problems designed to train the student in logical thinking and the methods used discourage mere memorizing of propositions. Wentworth and Smith. Fall Term, daily. One-third unit.

(b) *Geometry*, Books II and III. Some attention given as above to practical and independent use of principles in Geometry and the application of the same to mechanical arts and surveying. Wentworth and Smith. Winter Term, daily. One-third unit.

(c) *Geometry*, Books IV and V. Completed with notebooks containing principal problems solved during the year. This term completes Plane Geometry. Wentworth and Smith. Spring Term, daily. One-third unit.

MATHEMATICS III (a)—*Algebra*. This course comprehends a rapid review of previous work, also Factors, Fractions, Fractional Equation, simultaneous Rates, Proportions and Variation. Wentworth and Smith, Academic Algebra. Fall Term, daily. One-third unit.

(b) *Algebra*. Continuation of Course (a). Simple Equation, Graphs, Powers and Roots, Quadratic Equations. Wentworth and Smith, Chapters XIII-XVII. Winter Term, daily. One-third unit.

(c) *Algebra*. Simultaneous Quadratic Equations, Powers and Roots, Progression, Binominal Theorem, Logarithms. Wentworth and Smith, Chapters XVIII-XXII. Spring Term. One-third unit.

MATHEMATICS IV—*Solid Geometry*. The practical applications of principles learned is emphasized in this branch of mathematics as well as in the others. Thorough drill is continued. Text: Wentworth and Smith.

Five hours, Fall Term.

LATIN

LATIN I (a)—A study of the more elementary rules of Latin syntax with thorough drill on declension and conjugation. From the beginning stress is laid upon proper pronunciation, English derivation, and the nature of Latin sentence structure. The text is Pearson's Essentials of Latin. Fall Term, daily, and repeated Winter Term. One-third unit.

(b) A continuation of (a). Winter Term, repeated Spring Term. One-third unit.

(c) Completion of the study of forms and the introduction of the more involved syntax of subjunction and infinitive. Special drill on the Latin period in connection with the reading of brief excerpts from Caesar's Gallic Commentaries. Spring Term, daily. One-third unit.

LATIN II (a)—Caesar's Gallic Commentaries, Book I, Chapters 1-30, and Book II, Chapters 1-10. Prose composition once a week throughout the year, and daily drill on syntax. Detailed attention is given to the geographical, historical, and political background of the narrative. Fall Term, daily. One-third unit.

(b) Continuation of (a). Reading of Book II, Chapters 10-30, and Book III. Winter Term, daily. One-third unit.

(c) Continuation of (a) and (b). Reading of Book IV and Book I, Chapters 30-54. Spring Term, daily. One-third unit.

LATIN III—The four orations against Catiline, Poet Archias, and one other of Cicero's short orations. The literary value is brought out as well as the translations and constructions. Pearson's Latin Composition.

Five hours a week throughout the year.

LATIN IV—Virgil's Aeneid, Books I-IV, are read for the translation, story, mythology, scansion, and literary merit.

Five hours a week throughout the year.

FRENCH

FRENCH I—Fraser and Squair's *Shorter French Course* is studied, through Lesson XLVIII. Daily drill in pronunciation, colloquial phrases, and the oral reading of French is given. One easy prose book is read in connection with the grammar. Open to Juniors and Seniors. Daily throughout the year. One unit.

FRENCH II—Fraser and Squair's *Shorter French Course* is completed, and approximately a hundred and fifty pages are read from a selected play and novel. Conversational drill and the memorizing of poems throughout the year. Open to Juniors and Seniors. Daily throughout the year. One unit.

NATURAL SCIENCE

SCIENCE I—*Agriculture I*. This course is broad in its treatment, fundamental in significance, dealing in a general way with the soil, fertilizers, and manures, plants and plant propagation, field crops, insects and diseases and their control, domestic animals, their care and feeding, and the farm home. It is designed to prepare teachers for teaching agriculture in the rural schools of Kentucky, and is required for the Elementary Certificate. Text Book: Laboratory and Field Work.

Fall Term, daily. One-third unit.

SCIENCE II—*Physiology*. This is a course in human physiology, personal hygiene, and public sanitation. Practical matters of health and prevention of diseases have an important place in this course. An effort is made to impress the student with the necessity of hygienic living. Our excellent laboratory equipment in this branch adds to the interest and value of the subject. Text: Blaisdell's Life and Health. Supplementary reading in Pyle's Personal Hygiene and Tolman's Hygiene for the Worker is required.

Winter Term, daily. One-third unit.

SCIENCE III—*Botany*. The study of plants as living organisms with special regard to functions, structure and relation to environment. A careful study of the entire plant is made in the

laboratory, including microscopic work. Each student is required to collect, press and neatly mount twenty-five flowers. Text: Coulter's Plant Life and Plant Uses and Hughes' Practical Experiments.

Spring Term, daily. One-third unit.

SCIENCE IV—*Geography*. A thorough course is given covering the principles of geography, a detailed study of North America, and a brief study of the other continents, emphasizing their economic development—concentration of industries, transportation, government, and governmental activities. Method of preparation and presentation is given careful attention and is made a prominent part of the course.

Fall Term, daily. One-third unit.

SCIENCE V—*Physical Geography*. Special emphasis is placed upon the formation and preservation of soil, the relation of forests to erosion and water supply, the laws governing weather conditions, and the relation of all these factors to human development.

Spring Term, daily. One-third unit.

SCIENCE VI—*General Science*. This course aims to furnish an introduction to the scientific study of the elementary sciences. The topics considered are those of general significance, as AIR—characteristics, temperature changes and seasons, humidity, structure, and composition. WATER—different states, pressure, commercial relations, supply, etc. WORK and ENERGY—Earth Crust—natural forces, physical structure of soil, irrigation, erosion. LIFE UPON EARTH—plant life, food supply. Simple experiments worked by the student, and some standard text.

Winter Term, daily. One-third unit.

SCIENCE VII—*Agriculture II*. This course is for the more advanced students. A careful study is made of the principal farm crops of Kentucky, with special emphasis upon the problems of the southeastern Appalachian regions, and to teaching them in the one-room rural schools. Soils, soil fertility, field crops, farm management, vegetable gardening, landscape gardening, animal husbandry, poultry husbandry, rural health and sanitation, will be studied in this course. Text Book: Laboratory and Field Work.

Spring Term, daily. One-third unit.

SCIENCE VIII—*Nature Study*. One of the most interesting studies in the school curriculum is that of nature. In this course the student is taught to observe closely the things of nature round about him. Some of the most interesting features of the work will be early morning bird study, strolls over the campus and through the adjacent fields and woodlands. Special attention will be given to the study of birds, trees, flowers, fruits,

and insects, and a collection of specimens of various kinds will be made, labeled and mounted by each pupil.

One term. One-third unit.

SCIENCE IX—*Elementary Physics*. This course extends throughout the year. Class work three periods and laboratory work four periods per week. Students are required to perform forty experiments, which are submitted to the instructor for criticism. A study is made of mechanics, work, heat, magnetism, static electricity, sound and light. Text: Millikan and Gale, and Manual.

Daily throughout the year. One unit.

HISTORY AND CIVICS

HISTORY I—*American History (a)*: This is a course in the fact history of our country. Its purposes are to give the student a general working knowledge of American History complete, to give enough method of history to enable a student to do good teaching of the subject in the rural schools, or to do advanced American History in any Normal School.

History (b) continues the work of History (a), but it is the Method History of the department. It takes up the chain method spoken of in the State course of study and develops the idea thoroughly, by considering such leading threads of history as: Slavery, the Tariff, Westward Expansion, the Spoils System and Civil Service Reform, the Banking System and Panics, Growth and Development of Political Parties. This course attempts to create an abiding interest in the affairs of the world. Therefore special attention is given to the Monroe Doctrine and American Foreign Relations, bringing out vividly America's part in the World War.

Fall Term, daily. Repeated if necessary. One-third unit.

HISTORY II—(a) Text: Breasted's "Ancient Times." Study of rise and fall of the civilization of the Orient. Study of the dawn of European civilization in Crete. Notebook work, map drawing and written work required.

Fall term, daily. One-third unit.

(b) A study of Greek history. Notebook work, map drawing and written work required.

Winter Term, daily. One-third unit.

(c) A study of the rise and decline of Rome. Notebook work, map drawing and themes required. Some attention given to current history.

Spring Term, daily. One-third unit.

HISTORY III—(a) Text: Robinson's "Medieval and Modern Times," a study of European civilization from the fall of Rome

to the year 1500. Notebook work, map drawing, and themes required.

(b) Modern European History to Napoleon, careful study of the reformation and the development of constitutional government. Notebook work, map drawing, and themes.

Winter Term, daily. One-third unit.

(c) Study of European History from Napoleon up to the present. Careful study of the world war. Considerable attention is given to Current History. Notebook work, map drawing, and themes required.

Spring Term, daily. One-third unit.

CIVICS I—This is Elementary Physics, covering the most fundamental aspects of the subject, including Kentucky Civil Government. The adopted textbook will be used as a basis of the work, supplemented by other texts. One term is required of Normal students.

Winter Term, daily. One-third unit.

BIBLE

A fair knowledge of the Bible is expected of every citizen of a Christian nation; but it is humiliating to see how little is known of this, the greatest of books, by the average man. A skeptical professor in one of the great American universities, after having failed to get an intelligible answer on some point of simple Biblical history indignantly remarked that any man who did not wish to be regarded as a fool should have a fair knowledge of the Bible. It is also fundamental to strong Christian character, and church schools should certainly give every student some good courses.

BIBLE I—*Old Testament History*. This course gives a general knowledge of the geography and history of the Hebrew people, embracing the forms of government, the economic, social, moral and religious developments. The Bible is read for its own story together with a good text on Old Testament History. Designed for Academy students first and second years.

One hour.

BIBLE II—*New Testament History*. This course deals with the early history of the Christian Church and its ideals and work as recorded in the synoptic Gospels and the Acts. A general text is used as an organizing basis. Designed for Academy students, third and fourth years.

One hour.

HOME ECONOMICS

HOME ECONOMICS I—A. Fall Term. One-third unit.

1. *Hand Sewing*—Complete course in hand sewing, practice in fundamental stitches, including making of button-holes, hemming, hemstitching, etc., applied on models and simple hand-made articles such as towel, sewing bag and apron.

2. *Cookery*—Classification and composition of foods; food values; food combinations; measurements; cooking; laying of table and serving.

3. *Household Administration*—Discussion of terms, difference between house and home; location; surroundings and heating; house planning. (Necessity for proper amount of sunlight; ventilation; smoke, dust and dirt; drinking water; disposal of waste.) Materials used in construction of houses. Cost; public sanitation.

B. Winter Term. One-third unit.

1. *Elementary Sewing*—Study of textile industry; study of sewing machines. Machine and hand sewing; drafting of patterns; cutting and making of undergarments; cost, durability and suitability of materials and trimmings. Comparison of home made and ready-made garments. Mending and darning.

2. *Cookery*—Continuation of Course I. Selection of food; cost, production and manufacture of foods; cooking and serving.

3. *Home Furnishings and Decoration*—Intensive study of various rooms of house with relation to other rooms, best coverings, wall colorings which will suggest cheer and brightness; furniture which is durable and appropriate, furnishings; simple curtains and draperies.

C. Spring Term. One-third unit.

1. *Sewing*—Study of materials suitable for school dress with general discussion on quality to look for, color comparisons, trimmings, etc. Making of simple wash school dresses and middy-suit.

2. *Cookery*—Preservation of foods; requirements of various groups; relation of cost to nutritive value; planning, cooking and serving of meals; invalid cookery; making of balanced menus for limited numbers.

3. *Household Administration*—Course of lectures dealing with proper distribution of income, budgets, labor saving devices; household accounts; scientific management of the home; care of the house; daily routine of household work.

NOTE—In clothing and dressmaking courses students provide all materials for garments and household articles, subject to approval of instructor.

HOME ECONOMICS II—A. Fall Term. One-third unit.

1. *Dressmaking*—Intensive study of all textiles; history of costume; designing, drafting and cutting; making of wool dress; practice in selection of clothing; removal of stains.

2. *Home Cookery*—Classes of foods; uses; food values and cost; principles of selection; marketing and manufacturing of foods; food combinations; laboratory practice in preparation of foods; serving of meals.

3. *Household Administration*—Evolution of the house; history of the home; study of color combinations; effect of color and practical application in the home. Furnishing the home from a sanitary and artistic standpoint.

B. Winter Term. One-third unit.

1. *Clothing and Sewing*—Color design and economy of dress; dress budget for year and other expenses; making of tailored waist and gingham dress; begin silk dresses.

2. *Home Cookery*—Purpose of course to give opportunity for practice in home cookery. It includes planning, cooking and serving of breakfasts, luncheons, and dinners; home marketing to acquaint students with practical marketing of family food supply; cuts of meats; choice of fruits and vegetables.

3. *Household Conveniences*—Household expenditures; personal accounts, water supply and disposal of wastes, laundering of clothes.

C. Spring Term. One-third unit.

1. *Dressmaking and Millinery*—Finish silk dress; dress of wash material; millinery, including covering of hat frames and making of trimmings; study of materials used, renovating, etc.; practical and artistic principles of millinery used.

2. *Invalid Cookery*—This course consists of practical demonstrations of preparation and cooking of foods for sick and convalescents.

3. *Home Nursing and First Aid*—Home care of the sick; care of sick room; care of patient; care of convalescent; sick room methods; foods for sick.

HOME ECONOMICS III—In the winter term there is offered a short course in Nutrition for Normal students. This course consists of the study of foods as to composition, value, use, and digestion; food requirements for individuals; school lunches and their preparation.

REFERENCE BOOKS

- "Principles of Correct Dress," Florence Winterburn.
"Shelter and Clothing," Kinne and Cooley.
"Domestic Art in Woman's Education," Cooley.
"Textiles," Woolman and McGowan.
"Women and Economics," Charlotte Stetson.
"Art and Economy in Home Decoration," Mabel Priestman.
"Food Products," Sherman.
"Every Step in Canning," Grace Viall Gray.
"The School Kitchen Text Book," Mary J. Lincoln.
"The Boston Cooking School Cook Book," Fannie M. Farmer.
"Food and Household Management," Kinne and Cooley.
"Table Service," Lucy G. Allen.
"Bacteria, Yeast and Molds in Home," Conn.
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| Good Housekeeping, | } Monthly Magazines. |
| Ladies' Home Journal, | |
| Modern Priscilla, | |

DRILLS

We are well prepared to give the necessary drills through the departments of Music, Penmanship, Typewriting, and Handwork.

PHYSICAL TRAINING

With our new Gymnasium well equipped and with trained teachers in charge, we require every student in the College to take Physical Training, including swimming. A special class is offered for teachers.

Sub-Academic

The work of the Sub-Academic Department is designed for students who are not yet ready for high school, but who do not have proper access to schools at home where they can finish a common school education. Sometimes the public school does not offer sufficient work; in other cases the student may have dropped out before finishing the common school, but has decided later to go on with his education. He may feel himself too old to go to the public school at home, but would feel very much at home in this department at Union College, for there are always several students in this department who are too old to attend the public school. Again, they are permitted here to complete the work as quickly as possible and get ready for high school. Many students who are preparing to teach take work in this department until they are ready for the normal. Many of them can do two grades in one year. It is not uncommon for students thirty years old or more to be in this department; they mean business and we love to have them. They nearly always make good.

The work of the Sub-Academic Department embraces Reading, Writing, Spelling, Grammar, Arithmetic, History, Geography, Physiology, Civil Government and Bible. This year we have had nearly sixty students enrolled in that department, and among that number several young men studying for the ministry.

Typewriting and Penmanship

MISS NANNIE TAYLOR

The College owns six new Remington typewriters and will give instruction to any student desiring to learn typewriting.

The time has come that a large per cent of professional and business men feel that their time is too valuable to be taken up in writing longhand. With the use of the typewriter they save time and give a perfectly legible letter.

Save time and money by learning to use the typewriter.

Because one can use the typewriter he should not write an illegible hand. There is always more or less hand writing necessary. The College will require all students to write a legible hand. Then for the help of those who must have penmanship and for those who want to become good penmen this department will be kept in good order.

Conservatory of Music

The course offered in Union College Conservatory of Music is arranged in departments, open to students from the college and community. Any of these departments may be taken as desired, but those who wish to obtain the Conservatory Diploma, Certificate or credit must follow the special course leading to graduation with one of the following major subjects: Piano, Voice, Violin or any band or orchestra instrument.

A. *Piano Department*, including children's work; Academy Music Course; Teachers' Training; Conservatory Course.

B. *Voice Department*, including children's course; Teachers' Training; Conservatory Course.

C. *Violin Department*, including all stringed instruments and the orchestral work.

D. *Wind Instruments and Band Department*.

E. *Theoretical Work*—Harmony, history of music, sight singing, ear training, etc.

Credit is based upon the theoretical courses when accompanied by the practical or applied courses in Piano, Voice, Violin, Band or Orchestral Instruments. One unit towards graduation from the Academy will be given after passing successful examinations on the following subjects: Harmony I., History of Music I., Sight Singing and Ear Training. A second unit will be given after completing successfully Harmony II., History of Music II., Choral Work.

GENERAL OUTLINE

For those desiring to become thorough musicians, the Conservatory offers a broad and sound training, leading to the full equipment for professional life.

Stress is laid upon the theoretical studies, for no person can become an intelligent musician without an under-

standing of the make-up of music so as to be able to analyze, and therefore appropriate to himself the details of the composition. In this way alone can a true interpretation be reached.

The *Theoretical Studies* are: Theory, Harmony, Analysis, Counterpoint, Composition, Ear Training, Musical Dictation, Sight Singing, etc., and these are studied in classes, except in the case of students who wish to make Harmony and Composition a special study.

The *Mechanical Studies* are: Technique and Physical Exercises, especially arranged for the development of the parts of the body used in playing and singing. These may be given in classes or individually as the needs of the students may demand.

The *Expressional Studies* are so individual as to require special and private teaching in the applied lessons.

The Director will assign the students to their proper classes and teachers, and the courses will be followed strictly so as to have uniformity in the work.

Besides the Prescribed Course of Study, leading to a Diploma or a Degree, students may register for one or more subjects in the different departments, and will be granted *certificates*, providing the theoretical studies are taken with the applied music.

THEORETICAL COURSES

(To accompany the applied music,).

THEORY I—This includes work in musical terminology, tonology, rhythm, notation, the elements of music, ear training with sight singing and dictation in major keys and simple rhythms.

THEORY II—More advanced work in rhythm, notation, ear training and sight singing, including the major and all minor and chromatic scales, and the playing of these in one octave.

HARMONY I—Review of all Major and Minor Scales. Intervals and their inversions. Triads in all forms. Keyboard Harmony Analysis of simple forms. Figured Bases. Harmonization of melodies.

HARMONY II—Advanced work in Diatonic Harmony with keyboard Harmony. Harmonic analysis. Harmonization of melodies.

Prerequisite: Harmony I.

HARMONY III—A thorough study of Chromatic Harmony, and of Harmonic analysis. Further Harmonization.

Prerequisite: Harmony II.

COUNTERPOINT—After completing the course in Harmony, a pupil may take up the study of Bellerman's "Treatise on Counterpoint, Canon and Fugue." Upon this method the great composers based their ability and technic in composition.

COMPOSITION I—This course introduces the student to the simpler forms of composition, and may be begun after the course in Harmony is complete, or after Harmony II.

COMPOSITION II—This follows Composition I, and is arranged to cover all the simpler forms in composition, both for Piano, Voice or Orchestral music.

HISTORY OF MUSIC I—A simple course in history to show the development of the art of music and the lives of the composers.

HISTORY OF MUSIC II—Aside from text-books, lectures are given by the teacher and research work and collateral reading is required. Topics will be assigned.

APPRECIATION OF MUSIC—A course designed to cultivate the power of listening intelligently to music, with understanding, feeling and taste. Illustrations are given by the use of one of the mechanical machines, as well as performance by individuals.

This course is open to any students desiring an understanding and appreciation of music. No previous musical training is necessary. If used for credit, examinations must be taken.

THE CONSERVATORY COURSE

Outline of the course leading to the Degree B. Mus.

Entrance requirements—satisfactory completion of the preparatory grades of the music courses.

Preparatory work completed sufficient for graduation from the Academy Music Course as outline later.

FRESHMAN—Applied Music (Major) 6. Harmony II. History of Music II. Sight-singing Class. Choral Club or Orchestra. Bible and Freshman English. Five hours. Elective. Three hours. Applied Music (Minor). Recitals.

SOPHOMORE—Applied Music (Major) 6. Form and Harmonic Analysis. Harmony III. Ear Training. Choral Club or Orchestra. Pedagogy I. Bible and English Literature, 5 hours. Elective 3 hours. Applied Music (Minor). Recitals.

JUNIOR—Applied Music (Major) 7. Counterpoint and Composition I. Choral Club or Orchestra. General Psychology. Recital.

SENIOR—Applied Music (Major) 8. Composition II. Pedagogy II. Applied music (Minor). Electives. Senior Recital.

ELECTIVES—Five hours of general psychology; 2 hours of musical Psychology; 15 hours of French; 15 hours of German; 9 hours of Italian.

For the 180 Trimester hours, 90 must be taken in the College of Liberal Arts and 90 in the Conservatory of Music, in order to receive the degree of Bachelor of Music.

MAJOR STUDIES: in Applied Music: Piano, Voice, Violin.

Two private lessons per week are required.

MINOR STUDIES may be chosen from Piano, Voice, Cello, Cornet, Clarinet, Trombone or Saxophone.

OUTLINE OF COURSES FOR THE THREE MAJORS IN APPLIED MUSIC.

Merely an *attempt* is made to outline, for the sake of classification, the most important sets of studies and pieces. It is not exhaustive, nor does it require that each student must study all the works given in these outlines.

A. PIANOFORTE

The Piano is the most universally used of all musical instruments, and its proper study will give a thorough acquaintance with all styles and forms of musical composition. The acquirement of a correct technique and of the principles of tone production are essential in the preparation of a piano player, and unless these correct principles are acquired, the student soon reaches a stage where he finds further progress almost impossible. But if the fundamental work in technique is thoroughly done, ground can be covered by even young students with far more exactitude and finish than otherwise could be expected.

Grades I-IV—Preparatory Course

MUSIC I—Fundamental principles for developing hand, arm and finger position, touch and tone, by a system of technique

exercises appropriate for each student. Notation and rhythm. Easy studies, solos and duets. Sight Reading. Theory I. Technique Class I.

MUSIC II—Continued and extended work in technique, scales and arpeggios, Dunernoy of 120. Gurlitt, Clementi, Czerny. Sonatinas and pieces in different styles and forms. History of Music I. Technique Class II.

MUSIC III—Technical work increasing in difficulty, scales in major, minor and chromatics forms. Arpeggios of the triads through four octaves, and in different combinations, Czerny, Heller, Gurlitt, Mendelssohn. Sonatives and pieces in different styles and forms. Duets and duos. Theory II. Ear Training. Technique Class III.

MUSIC IV—Technical work continued, scales, major, minor and chromatic in the octave, third, sixth and tenth positions, in parallel and contrary motions. Arpeggios of triads in all positions and inversions, Czerny, of 299, I and II. Bach, short preludes and Fugues. Easy sonatas by Haydn, Mozart and Beethoven. Pieces. Harmony I. Technique Class IV.

PRACTICE (Piano)—

For first year: 6 hours a week.

For second year: 9 hours a week.

For third year: 9 hours a week.

For fourth year: 12 hours a week.

Grades V-VIII—Advanced or Conservatory Course

GRADE V—Technique V. All kinds of scales. Sight reading, studies from Czerny's Velocity, of 299 (III and IV), Gurlitt, of 53 Heller, of 45 Bach. Two part inventions and French Suites. Reinhold, Zwolf Arabesquen. Handel; selected pieces, sonatas by Haydn, Mozart, Clementi, Beethoven, Mendelssohn, Chopin, Schumaun, Scarlattieti. Harmony II. History of Music II.

GRADE VI—Technique VI. Scales continued. Pedagogy I. Sight reading. Dominant and diminished seventh chords in five-voiced chord, and broken chord arrangements; scales in Double Thirds. Bach, three-part inventions and English Suites. Studies selected from Czerny, op. 740, op. 337 and op. 335. Neupert, Octave studies; Cramer; Clementis Gradus and Parnassum; Heller, op. 16.

Sonatas and pieces by Chopin, Schubert, Schumann, Mendelssohn, Field, Grieg, Beethoven, Mozart, Machdowel, etc. Concertos and concerted pieces by Mozart, Ramlan and Mendelssohn. Harmony III. Form and Harmonic Analysis.

GRADE VII—Technique VII. Pedagogy II. Sight Singing. Scales in Double Thriads and Double Sixths. Studies from

Neupert (Style and Expression); Jensen, op. 30. *Bach*; Partitas, Italian Concerts. Well-tempered Clavischord. Moscheles, op. 70. Handel, Suites. Henselt Studies, op. 245, *Chopin*; Preludes and easier Etudes, op. 10 and 25. Pieces by Chopin, Schuman, Liszt, Weber, Beethoven, Grigg, Schubert, Mendelssohn, Brahms, Rubinstein, Moszkowski, etc. Concerts, Mendelssohn, Beethoven, Hummel, easier Concerts. Counterpoint. Composition I.

GRADE VIII—Advanced Technique VIII. Transposition from Tansiz Daily; Kullak, Octaves; Chopin: Etudes; Bach, well-tempered Clavichord. Moscheles, op. 95. Bach's Chromatique Fantasie and Fugue. Rubinstein's Etudes, op. 23. Schuman, op. 3 and 10. Schuman, op. 13. Symphonic Studies. Mendelssohn, Preludes and Fugues, Saint Saens, Etudes. Sonatas by Beethoven, Chopin, Schuman, Grieg, Brahms, etc. Concertos and pieces by Chopin, Schuman, Weber, Beethoven, Brahms, Henselt, Ischaj, Kowsky, etc. Composition II. Pedagogy III. Psychology as related to music.

On the conclusion of the above course, and the rendering of a Senior Recital, with the completion of the required studies in the college of Liberal Arts, the student is eligible for the *Degree of Bachelor of Music*.

A *Diploma* of music, without the Degree, may be granted to a student completing all the work in the Music Course, as outlined above, provided he has completed the Academy Course.

Students are eligible to begin this *Diploma Course* after completing the work of the second year in the Academy.

PIANO PRACTICE (Conservatory)—

Freshman: 18 hours a week.

Sophomore: 24 hours a week.

Junior: 24 hours a week.

Senior: 24 hours a week.

A course in Kindergarten Music is offered for very little children. This is given in classes, which meet three times a week.

An Introductory Course is offered for students in the Sub-Academy. This may be taken in classes of two or four students, or in private lessons.

The Course in Pedagogy I, II and III, in the Sophomore, Junior and Senior classes of the Conservatory prepares the student to become a thoroughly trained teacher of Piano. These students attend classes taught by an

experienced teacher, and teach in the presence of a critic teacher. Note books are to be kept by those in these classes, which must be presented for inspection. Written tests and examinations are held through the course.

B. VOICE

There is no instrument so full of possibilities and capabilities as the human voice, nor one that makes such a strong appeal to the heart of an audience as the voice which is well trained and under good control.

Great care has to be taken in the treatment of each voice; for while there is a general foundational course for development, no two voices are just alike in their requirements, and the work must be prescribed to suit the individual case.

On this account it is more difficult to outline a *set* course for the voice than for instrumental music.

Watchfulness must be exercised in protecting the young vocalist from over-strain, and from contracting that most pernicious habit of "tremulo," the abomination of the true vocalist, which is nothing but a cultivation of *palsy* of the vocal chords, and once acquired can hardly ever be eradicated.

Grades I-IV—Preparatory (Academy)

GRADE I—Breathing exercises; tone placing; study of the vocal organs; preparatory voice exercises; simple vocalises, by Shakespeare and Concone; sight singing; rhythm exercises; vowel and consonant production. Simple songs and ballads. Theory I, two lessons a week. Practice one hour a day.

GRADE II—Correct breathing and breath control; tone placing; voice production exercises and vocalises; sight singing; sight reading at the piano, for those who are not studying piano. Continued exercises in vowel and consonant production. The difference between Legato and Staccto singing. Ear training. History of Music I. Simple songs and ballads in English. Two lessons a week. Practice one hour a day.

GRADE III—Voice development exercises increasing in speed; slow major scales vocalises; slow agility exercises; sight sing-

ing; sight reading at the piano for simple accompaniments. Exercises for vowel and consonant production. Legato and Staccato singing; ear training; songs, sacred and secular, in English. English diction. Theory II. Two lessons a week. Practice one hour a day.

GRADE IV—Exercises in voice development continued. Arpeggio and interval singing; exercises in agility; the major and minor scale; Staccato and Legato singing; English diction; sight singing; sight reading at the piano for accompaniments; ear training; sacred and secular songs in English. Harmony I. Two lessons a week. Six hours a week of practice.

Grades V-VIII—Advanced or Conservatory Course

GRADE V.—Voice development and breath control; exercises to increase power and ability; major and minor scale practice; Arpeggio and octave exercises; English diction; sight singing; ear training; songs and ballads in English and Italian; part singing; choral work. Harmony II. Two lessons a week. Nine hours a week practice.

GRADE VI.—Continued development of power and agility.

The head register exercises, in simple forms, slow frills. Arpeggio and octave exercises, English and French diction, sight singing, ear training, part singing, choral work, chromatic and staccato. Scales (Major and minor), Vaccai (Italian singing). Vocalises by Shakespeare, and general selected exercises, songs, etc., English, French and Italian. Sacred solos and Oratorio, selections of simpler form. Technique sight singing to small classes.

HARMONY III—Form and Harmonic Analysis, two lessons a week. Nine hours a week practice.

GRADE VII—Expressional exercises in development of power and agility.

Head register exercises, scale practice of all kinds. The arpeggio and octave in varieties of forms. The trill, increasing in agility, development of Bravura singing "Messa in Voice" Vocalises, by Shakespeare, Italian singing (Vaccai). Lampertis studies in Bravura Singing, Book I.

Teaching sight singing to classes. Playing accompaniments for other singers and for solo instruments. Counterpoint.

COMPOSITION I—Singing in French, Italian, English and German. English diction, with readings. Choral work and part singing. French and Italian diction. Embellishment, Psychology,

Oratorio selections and the sacred solos. The song cycle Junior Recital. Two lessons a week. Nine hours a week practice.

GRADE VIII—Advanced voice technique. Ornaments and embellishments of all kinds. Accompaniment playing. Psychology as related to music. Lampertis studies in Bravura, Books 2 and 3. Rhiginis Vocalises (edited by Shakespeare) and sung with variations of consonants and vowels. Part singing. In-artette, choir and choral work. French, Italian, German and English diction. Singing German Fieder, song cycles, sacred solos, operatic and oratorio arias.

Two lessons a week. Twelve hours a week practice. *Senior Recital*. Composition II.

C. VIOLIN

This department is designed to furnish instruction in all branches of violin playing from beginners to advanced pupils. It covers the work required by accredited music schools, and, when satisfactorily completed, fits the pupil for solo or orchestral playing.

The time required to complete any grade of this work depends wholly on the application and ability of the pupil.

It is the policy of this department to lay a secure ground work for the students and upon this to build their future progress.

The studies arranged from the best methods and the compositions selected from the work of masters are those that experience has found to be best adapted to secure thoroughness, proficiency, and genuine musical culture.

Students who have attained the necessary proficiency will be given the opportunity to enter the college orchestra and take part in recitals and concerts, as their ability may warrant.

All students working for diploma or degree must take the course in Theoretical Studies as outlined in this catalogue.

Preparatory Course—Grades I-IV

GRADE I—Rudiments of Music. Finger and bow exercises in F. Mazas Violin. School and scales and intervals from some

school. Hohman, Book I. Hoffman, Book II. Wohlfahrt, op. 74, Book I.

GRADE II—Rudiments of music. Finger and bowing exercises. Maza's Violin School. Hoffman, Book II. Wohlfahrt, op. 45, Book I. Herman op., Book I. Hoffman, op. 25, Book III. Solos selected by instructor. Strict attention to fingers and wrist.

GRADE III—Maza's Violin School. Sit. op. 32, Book I. Hermann, op. 30, Book I. Duets by Pleyel Bebouer. Solos selected by instructor. Special attention to technique and time.

GRADE IV—Maza's Violin School position studies. A. Blumentangle Scales and exercises of velocity. Wohlfahrt, op. 74, Book II. Solos selected by instructor. Dancla and Maza duets, sight playing and ensemble work. Development of intonation and bowing.

Conservatory Course—Grades V-VIII.

Students completing the preparatory course or passing the entrance examination will be admitted to the Conservatory Course.

GRADE V—Sitt, op. 32, Books II and III. Danclas, op. 74. Hermann, op. 20, Book II. Major and minor scales, both forms and arpeggios; chromatic scales, development of tone quality and expression; compositions selected by instructor; sight playing and orchestral work.

GRADE VI—Dont, op. 37; Kreutzer, 42 Caprices; Maza's Brilliant Studies; Maza Miner Melodie Scales and Arpeggios with their inversions to extent of three octaves, G. A. B. C. Chromatic Scales in three octaves, G. A. B. C. Major scales in thirds, sixths, eights, in two octaves, dominant and diminished sevenths, to the extent of two octaves; skillful bowing and graduation of tone. Compositions selected by instructor. Orchestral playing. Junior Recital.

GRADE VIII—Studies in the higher positions. Florillo, David, Florillo, Gavinies, Scales and Arpeggios. All major and minor harmonic and melodic scales and arpeggios with their inversions to extent of three octaves. Major scales to extent of two octaves in thirds, sixths and octaves. Dominant and diminished sevenths to extent of three octaves. Compositions of masters selected by instructor. Orchestral playing. Senior Recital.

D. REED AND BRASS INSTRUMENTS.

CLARINET—Foundation to Clarinet Playing, C. E. Deinecke. Klose's Method.

SAXOPHONE—Foundation to Saxophone Playing, Ben Vereecken.

CORNET—Foundation to Cornet Playing, E. F. Goldman, Goldman Embocechere Drill. Arban's Method.

TROMBONE—Foundation to Trombone Playing, Clark Trombone. Technical Studies for Slide Trombone, by Chas. E. Stacy. Methods, Books I-II.

BARITONE—Foundation to Baritone Playing, A. Archimede.

MUSICAL ORGANIZATIONS

The Choral Club for the singing of choral works of all kinds, from the simple anthem or chorus to the larger cantatas and oratorios.

The Treble Clef Club of women's voices, doing most attractive work, all voices taking special voice work.

The Apollo Glee Club, a similar organization for boys and men.

The Union Glee Club, a combination of Treble Clef and Apollo Glee Club.

Music Appreciation Society, which will make us all more fully acquainted with all kinds of music from the early days up to the present time.

Orchestra.—Union College Orchestra is the most used musical organization of the college. It is a very fine one and plays on nearly all public occasions for indoor exercises. It gives concerts in neighboring towns and has created quite a reputation.

Band.—What the Orchestra is for indoor exercises, the Band is for outdoor exercises. These two organizations gives every student an opportunity for a very wholesome and delightful exercise of his musical talents. Bring your instrument along.

FREE ADVANTAGES

The following branches, which are usually charged for in a separate fee, are included in the one fee paid for music, for those who are taking one or more principal subjects in music—Elementary Theory, Harmony, Sight Singing, Ear Training, Musical Dictation, Sight Read-

ing, History of Music, Band, Choral and Glee Clubs and College Recitals. Advanced theoretical work will be given only in small classes with a tuition charge.

REGULATIONS

All students of the Conservatory of Music stand under the discipline of the college.

No deduction can be made for lessons missed, except in cases of protracted illness.

Tardiness at lessons curtails the lesson period.

Visitors are not allowed in practice rooms.

Students who are negligent in their work may be dropped from the Conservatory list at any time.

Lessons lost by leaving school a few days before the close of any period will not be made up.

Public appearances should not be undertaken by the students without consent of the teacher or the director.

Department of Expression

The aim of the department is to train students to express themselves clearly and accurately, to appreciate and to interpret good literature, and to become efficient readers and speakers. It aims also to develop the personality and ability of the individual student.

COURSE 1. *Public Speaking.*—A study of the different forms of public address and of the principles underlying effective speech construction, with platform practice. The aim is to cultivate power of analytical and constructive thinking and a simple, forceful delivery.

Three hours a week throughout the year.

COURSE 2. *Oral English.*—A course in Public Speaking and Debate for high school students.

Three hours a week throughout the year.

COURSE 3. *Literary Interpretation.*—A close and critical study of the various forms of literature and its oral interpretation. It aims to develop skill in expression and a keener appreciation of the beauty and power of emotional and imaginative literature, drama, lyric.

Three hours a week throughout the year.

COURSE 4. *Children's Plays and Games.*—Work in rhythm and story-plays, games, breathing exercises, gymnastics. Open to all private pupils.

Two hours a week throughout the year.

COURSE 5. *Physical Training.*—A course in hygiene, corrective exercises, gymnastics, and physical culture for girls.

Two hours a week throughout the year.

COURSE 6. *Private Lessons.*—Training and development of the individual with special emphasis upon breath control, voice placement, correction of errors.

Two lessons a week for two years.

On every Friday afternoon a recital is given by the students of the department. Each pupil will appear from time to time, learning how to please and to hold an audience by putting into practice the work of the class and private lessons. Each term a general recital is given and the patrons and general public are invited to enjoy the program and to note the progress of the pupils.

Expenses

All bills are charged by the term and are payable in advance. If students do not bring money to settle their bills when they enroll patrons are expected to send check for account or make satisfactory arrangements upon receipt of statement.

There will be no reduction of general tuition for those entering two and three weeks late since it requires extra care to catch the student up with his classes.

If a student takes Music or Expression for less than a term or fewer than two lessons a week, the lessons will be at a higher rate than by the term.

Credit for board will be allowed at the rate of \$3.50 a week where a student enters late or leaves before the close of the term.

Bring enough money, or preferably a check or draft, to pay tuition for a term and board for at least one-half term. Save a little for books and incidentals.

PARENTS! Please do not furnish very much spending money to your children. It becomes a menace to their work and they become a nuisance to the school.

See pages 16-19 for Government Boarding Student's Outfit and Dress.

TUITIONS

| | Fall Term | Winter Term | Spring Term |
|--|--------------|----------------|----------------|
| College | \$18.00 | \$16.00 | \$16.00 |
| Academy | 14.00 | 13.00 | 13.00 |
| Normal | 14.00 | 13.00 | 13.00 |
| Sub-Academic | 10.00 | 10.00 | 10.00 |
| Expression—two lessons a week. | 16.00 | 15.00 | 15.00 |
| One lesson a week | 9.60 | 8.00 | 8.00 |
| Typewriting | 8.00 | 7.00 | 7.00 |
| Piano, Voice, Violin, Horn—two lessons a week | 25.00 | 20.00 | 20.00 |
| One lesson a week | 15.00 | 12.00 | 12.00 |
| Advanced Harmony or History. | 10.00 | 8.00 | 8.00 |

LABORATORY AND RENTAL FEES

| | Fall Term | Winter Term | Spring Term |
|----------------------------------|--------------|----------------|----------------|
| General Science and Botany | \$ 0.50 | \$ 0.50 | \$ 0.50 |
| Zoology | 1.00 | 1.00 | 1.00 |
| Physics | 1.50 | 1.50 | 1.50 |

| | Fall Term | Winter Term | Spring Term |
|------------------------------------|--------------|----------------|----------------|
| Chemistry 1 | 2.00 | 2.00 | 2.00 |
| Chemistry 2 | 4.00 | 4.00 | 4.00 |
| Piano rental, one hour daily | 3.25 | 3.00 | 2.75 |
| Domestic Science, Cooking..... | .50 | .50 | .50 |
| Domestic Science, Serving | .50 | .50 | .50 |

ROOM AND BOARD

| | Fall Term | Winter Term | Spring Term |
|--|--------------|----------------|----------------|
| Board and room including light, heat, water and mail service | \$70.00 | \$55.00 | \$55.00 |

MISCELLANEOUS

| | |
|---|--------|
| Breakage deposit in Boys' Hall, refunded when key is turned in if everything is in good condition..... | \$5.00 |
| Same, in Girls' Hall..... | 2.00 |
| Special Examination | 1.00 |
| College, Academic, Music, Art or Expression Diplomas.... | 5.00 |
| Gymnasium and Student Activity fee (paid by all students), per term | 5.00 |
| Certificates in Music Courses | 1.00 |

Total expenses for board and room, tuition and Gymnasium and Student Activity fee for the different departments are as follows:

| | Fall Term | Winter Term | Spring Term | Year |
|------------------------|--------------|----------------|----------------|----------|
| College | \$93.00 | \$76.00 | \$76.00 | \$245.00 |
| Academy or Normal | 89.00 | 73.00 | 73.00 | 235.00 |
| Sub-Academy | 85.00 | 70.00 | 70.00 | 225.00 |

NOTE—Special consideration in tuition is given children of ministers.

A number of scholarships covering tuition in Academy or College have been provided for ministerial and missionary students who need help in getting an education. Write for particulars.

ROLL OF ALUMNI OF UNION COLLEGE**Collegiate Department**

1893

| | |
|--|------|
| James Perry Faulkner (M.A., In cursu, 1896)..... | A.B. |
| John Elbert Thomas..... | A.B. |

1894

| | |
|----------------------------|------|
| John Henry Byrley..... | A.B. |
| Charles Helder Gibson..... | A.B. |
| James Samuel Lock..... | A.B. |

1895

| | |
|-------------------------------|------|
| Alexander Francis Felts..... | A.B. |
| Leslie Hudson (deceased)..... | A.B. |
| Sarah Elizabeth Lock..... | A.B. |
| Daisy Chastine Tinsley..... | A.B. |
| Maude Ellen Tinsley..... | A.B. |
| George Harmon Wilson..... | A.B. |

1896

| | |
|--|------|
| William Carson Black..... | A.B. |
| James Pogue Gibson..... | A.B. |
| George Edwin Hancock, (M.A., cursu, 1899) (deceased).... | A.B. |
| Edward Warren Tinsley..... | A.B. |

1897

| | |
|-----------------------------------|------|
| Fred Trigg Kelley (deceased)..... | A.B. |
| May E. Lock (deceased)..... | A.B. |

1898

| | |
|----------------------------|------|
| Victor Vance Anderson..... | A.B. |
|----------------------------|------|

1899

| | |
|------------------------|------|
| John Black Hudson..... | A.B. |
| John Eve Matthews..... | A.B. |

1900

| | |
|----------------------------|------|
| Della Jewell Johnson..... | A.B. |
| Maymie Hannah Johnson..... | A.B. |
| Henry Clay Black..... | A.B. |
| George Augustus Lock..... | A.B. |
| Grant Perkins | A.B. |
| J. Will Harris..... | A.B. |

1903

| | |
|-----------------------------|------|
| Margaret Gill Burnside..... | A.B. |
|-----------------------------|------|

1904

Roxye Leona Wilson (deceased).....A.B.

1905

Joseph A. Bretz.....A.B.

1906

Lawrence G. Wesley.....A.B.

Cora Grindstaff.....A.B.

Laura Grindstaff.....A.B.

1907

Ernest Faulkner.....A.B.

Lena Wilson.....A.B.

1908

Edward P. Hall.....A.B.

1919

Samuel P. Franklin.....A.B.

1920

Aubrey H. Guyn.....A.B.

Nelle Jones.....A.B.

Dowis Sampson.....A.B.

Anna Sloan.....A.B.

Junior Collegiate Department

Charles Leroy Howes.....1913

Academic Department

Thomas A. Wood.....1908

Mary Ballinger (deceased).....1908

Howard Trent.....1908

J. Spencer Singleton.....1908

Thomas Bradley Ashley.....1909

Charles G. Black.....1909

J. Loyd Decell.....1909

Robert W. Howes.....1909

Laura Green Easley.....1909

Nancy Kincheloe.....1909

Sudie Pauline Newman.....1909

Hattie Jean Stansberry.....1909

| | |
|----------------------------------|------|
| Amelia Ballinger | 1910 |
| Grace Bellaire Berry..... | 1910 |
| Verdie Colson | 1910 |
| Idella Kincheloe | 1910 |
| B. C. Lewis..... | 1910 |
| William Clark Mace..... | 1910 |
| Edgar B. Wesley..... | 1910 |
| Oscar Wesley | 1910 |
| Mary Rice Wilson..... | 1910 |
| Ellen Bryan Clark..... | 1911 |
| Ida Mae Cole..... | 1911 |
| Anna Mae Creech..... | 1911 |
| Guy Leslie Dickinson..... | 1911 |
| Norma Bruce Elliott..... | 1911 |
| Nancy Lee Faulkner..... | 1911 |
| Anna Royston Griggs..... | 1911 |
| Charles Leroy Howes..... | 1911 |
| Lallah Rookh Johnson..... | 1911 |
| Harrison W. Large..... | 1911 |
| Mary Dora Laughlin..... | 1911 |
| Lucy Ballinger | 1912 |
| Pearl Allyn Bastin..... | 1912 |
| Hallie Ester Cheap..... | 1912 |
| Myrtle Cole | 1912 |
| Lillian Hanna Mae Harrop..... | 1912 |
| Walter Monroe Jarvis..... | 1912 |
| Bertha Lockhart Norris..... | 1912 |
| Kathleen Brennan Sullivan..... | 1912 |
| Naomi Oldham Tuttle..... | 1912 |
| Annie Dee Albright..... | 1913 |
| Anna Cronley Ballinger..... | 1913 |
| John List Carrol (deceased)..... | 1913 |
| Ollie Elnora Cole..... | 1913 |
| Maude Cole (deceased)..... | 1913 |
| Ruth Decker | 1913 |
| Robert Faulkner | 1913 |
| Louise Jesson | 1913 |
| Mabel Jacobs Matthews..... | 1913 |
| Earl Mayhew | 1913 |
| Veana Gilraith Noe..... | 1913 |
| Thelma Edythe Stratton..... | 1913 |
| Edward William Scent..... | 1913 |
| Richard Brittain Tuggle..... | 1913 |
| Anna Melvin Walton..... | 1913 |
| John Henderson Young..... | 1913 |

| | |
|-------------------------------|------|
| Stephen Amos Ballinger..... | 1915 |
| W. McKinley Wesley..... | 1915 |
| Clyde Stanfill | 1915 |
| Martha Francis Albright..... | 1916 |
| Samuel Petty Franklin..... | 1916 |
| Odis Elizabeth Fuller..... | 1916 |
| Carl Wendell Haggard..... | 1916 |
| Margaret Nelle Jones..... | 1916 |
| Karl Euart Lewis..... | 1916 |
| Katherine Kinniard Locke..... | 1916 |
| Stuart Doak Miller..... | 1916 |
| Mary Dowis Sampson..... | 1916 |
| Pauline Steele Sampson..... | 1916 |
| Winford Bailey Sampson..... | 1916 |
| Joel Dale Stansbury..... | 1916 |
| Clarence Swearingen | 1916 |
| George William Thomas..... | 1916 |
| Eva Nedra Carter..... | 1917 |
| William F. Gregory..... | 1917 |
| Aubrey H. Guyn | 1917 |
| Gladys Loraine Johnson..... | 1917 |
| Florence Mildred Putnam..... | 1917 |
| Emoline E. Sampson..... | 1917 |
| Della Jewel Tye..... | 1917 |
| Darrell Archibald..... | 1918 |
| William Amis..... | 1918 |
| Minnie Hopkins..... | 1918 |
| Mabel Alloway | 1919 |
| Horace Barker | 1919 |
| Marjorie Brown | 1919 |
| Roberta Cole | 1919 |
| Collie Franklin | 1919 |
| Grace Kennedy | 1919 |
| Thelma Morehead | 1919 |
| Daisy Robsion | 1919 |
| John Robsion | 1919 |
| Everett Bailey | 1920 |
| Sallie Bain | 1920 |
| Robert Beddow | 1920 |
| R. E. Burnett | 1920 |
| Vern Dunbar | 1920 |
| Xenia Gilbert | 1920 |
| Flora Howard | 1920 |
| D. M. Humfleet | 1920 |

| | |
|----------------------------|------|
| Raymond Overley | 1920 |
| Dean Owens | 1920 |
| Daugh Smith | 1920 |
| Jettie Stratton | 1920 |
| Allen Tugle | 1920 |
| Drucilla Tye | 1920 |
| Hardin Young | 1920 |
| James Blair | 1921 |
| Robert Blair | 1921 |
| Olin Boatwright | 1921 |
| Flora Burroughs | 1921 |
| Francis Edwards | 1921 |
| Joshua Faulkner | 1921 |
| Cheslie Franklin | 1921 |
| Jakie Howard | 1921 |
| Violet Humfleet | 1921 |
| Albert Humfleet | 1921 |
| Anna Lee | 1921 |
| Robert Lee | 1921 |
| William Martin | 1921 |
| Ethel Miller | 1921 |
| Hilton Morris | 1921 |
| Pearl Parsons | 1921 |
| Katherine Richardson | 1921 |
| Kenneth Tuggle | 1921 |

Music Department

| | |
|--------------------------|------|
| Joan Easley | 1908 |
| Emma Weaver | 1909 |
| Ida Mae Cole..... | 1911 |
| Norma Bruce Elliott..... | 1911 |
| Ollie Elnora Cole..... | 1913 |
| S. P. Franklin..... | 1917 |

Register of Students

College

| | |
|---------------------------|----------------|
| Archibald, Darrell | Illinois |
| Bailey, Everett | Madison County |
| Brown, Marjorie | Bell County |
| Caudell, Dudley | Powell County |
| Caudell, Janie F. | Powell County |
| Fish, Reeda | Pulaski County |
| Hewes, Mrs. Annie B. | Illinois |
| Jasper, Elfrida | Pulaski County |
| Jones, L. H. | Indiana |
| Kelly, Sarah | Bracken County |
| Mayhew, James | Knox County |
| Miller, Harold | Knox County |
| Morehead, Thelma | Knox County |
| Muncy, Paul | Allen County |
| Parker, Harold | Knox County |
| Smith, Daugh | Knox County |
| Smith, Idamae | Bell County |
| Stratton, Jettie | Pike County |
| Trosper, W. B. | Knox County |
| Tuggle, Allen | Knox County |
| Young, Hardin | Lincoln County |

Academy and Normal

| | |
|--------------------------|-----------------|
| Abbott, Lola | Lewis County |
| Alred, Mossie | Harlan County |
| Archibald, Hugh | Illinois |
| Bain, Ruby | Knox County |
| Ballard, Padgett | Bell County |
| Bargo, Chester | Knox County |
| Blair, Robert | Whitley County |
| Blair, James | Knox County |
| Blair, Vernon | Knox County |
| Boatwright, Olin | Calloway County |
| Booze, James | Harlan County |
| Booze, Creely | Harlan County |
| Botner, Estill | Knox County |
| Bradley, Joseph | Indiana |
| Broyles, Lena | Pulaski County |
| Burroughs, Flora | Grant County |
| Burroughs, Mildred | Grant County |

| | |
|---------------------------|------------------|
| Byble, Charlie | Laurel County |
| Byrley, Cecil | Knox County |
| Carnes, Irene | Knox County |
| Carty, John D. | Knox County |
| Caudell, Pearl | Powell County |
| Clore, Stella | Harlan County |
| Cole, Robert | Knox County |
| Corum, John H. | Clay County |
| Cox, Bryant | Marion County |
| Creech, Thelma | Harlan County |
| Creech, Victoria | Harlan County |
| Davis, William | Bell County |
| Decker, Sawyer | Knox County |
| Dunbar, Vern | Pennsylvania |
| Dunbar, Herbert | Pennsylvania |
| Early, Flossie | Harlan County |
| Edwards, Francis | Marion County |
| Elliott, Maud | Knox County |
| Elrod, Bess | Warren County |
| Faulkner, Jesse | Knox County |
| Faulkner, Joshua | Knox County |
| Franklin, Cheslie | Anderson County |
| Franklin, Ruby | Knox County |
| Gray, Hagan | Knox County |
| Gray, Opal | Knox County |
| Gray, Adams | Whitley County |
| Green, Caleb | Knox County |
| Green, Fannie | Bell County |
| Gribbin, Nettie | Marion County |
| Griswold, Nathaniel | Daviess County |
| Hale, Homer | Bell County |
| Heidrick, Charles | Knox County |
| Hembree, Clarence | Knox County |
| Henry, Mary E. | Bell County |
| Hensley, B. F. | Clay County |
| Hensley, Dalia | Clay County |
| Hibbard, Mabel | Knox County |
| Howard, Mae | Harlan County |
| Howard, Etta | Harlan County |
| Howard, Dora | Harlan County |
| Howard, Jakie | Bell County |
| Howard, Emily | Harlan County |
| Howard, Cleo | Clay County |
| Humfleet, Violet | Knox County |
| Humfleet, Albert | Knox County |
| Humfleet, Vera | Knox County |
| Hynes, Ben | Jefferson County |

| | |
|---------------------------|-----------------|
| Jackson, Ralma | Knox County |
| Jackson, Beatric | Knox County |
| Jackson, Mary E. | Harlan County |
| Jones, Lester | Knox County |
| Jones, W. Lawrence | Campbell County |
| Jones, Robert | Whitley County |
| Jordan, Thomas | Clay County |
| Kauffman, Allen | Knox County |
| Keith, Jane | Clay County |
| Kellems, Nella | Bell County |
| Kelly, Mattie | Clay County |
| Kelly, Ray | Harlan County |
| Knuckles, J. F. | Bell County |
| Knuckles, W. L. | Bell County |
| Lacy, Howard E. | Indiana |
| Lee, Anna | Illinois |
| Lee, Robert | Knox County |
| Lewis, Myrtle | Tennessee |
| Lumpkins, Eunice | Knox County |
| Lunsford, Bertha | Knox County |
| Lunsford, Fannie | Knox County |
| Lyttle, Raymond | Knox County |
| Martin, W. D. | Knox County |
| Martin, William | Knox County |
| Mayhew, Marion | Knox County |
| Mayo, Mary | Knox County |
| Mays, Jesse | Knox County |
| Mays, Sarah | Knox County |
| Medcalf, Joseph | Whitley County |
| Milburn, Nettie | Marion County |
| Miller, Ethel | Knox County |
| Mills, Post | Knox County |
| Minter, Hattie | Owsley County |
| Morris, Love | Knox County |
| Morris, Hilton | South Carolina |
| McNeil, John | Knox County |
| McWilliams, Bronzel | Knox County |
| Nelson, Clydia | Knox County |
| Nunery, Ralph | Ohio |
| Parsons, Pearl | Bell County |
| Partin, Hugh | Knox County |
| Payne, Ancil | McLean County |
| Payne, Henry | McLean County |
| Pope, Fred | Knox County |
| Pope, Alva | Knox County |
| Pope, Fannie | Knox County |
| Ralston, Cecil | Ohio |

| | | |
|-----------------------------|---------|--------|
| Richardson, Katherine | Knox | County |
| Ridner, Pearl | Knox | County |
| Riley, John | Knox | County |
| Riley, Lucy | Knox | County |
| Robinson, Alma | Harlan | County |
| Ryder, George | Knox | County |
| Sampson, Anna Maud | Knox | County |
| Sampson, Helen | Knox | County |
| Sawyer, Rebecca | Knox | County |
| Slusher, Georgia | Bell | County |
| Slusher, Robert | Bell | County |
| Smith, Carrie | Harlan | County |
| Smith, Lillie | Knox | County |
| Smith, Hester | Knox | County |
| Smith, Anna Mae | Knox | County |
| Stark, Robert | Harlan | County |
| Stark, Alva | Harlan | County |
| Stephenson, Uva | Harlan | County |
| Stewart, Rosa Lee | Bell | County |
| Stringer, Mae | Harlan | County |
| Sullivan, Martin | Knox | County |
| Tuggle, Kenneth | Knox | County |
| Turner, Flossie | Knox | County |
| Tye, Lilydale | Knox | County |
| Veal, Janet | Florida | |
| Vincent, Lela | Knox | County |
| Wagers, Daisy | Clay | County |
| Wallace, Lonnie | Harlan | County |
| Warfield, James | Knox | County |
| West, Delbert | Ohio | |
| Williams, Della | Whitley | County |
| Willis, Maud | Knox | County |
| Woods, Bertha Allen | Clay | County |

Sub-Academy

| | | |
|-------------------------|----------|--------|
| Asher, Dewey | Clay | County |
| Baker, Dannie | Knox | County |
| Blair, Lyda | Knox | County |
| Burgess, Clyde | Knox | County |
| Burnett, Maggie J. | Knox | County |
| Corum, George | Clay | County |
| Cox, Cassie | Taylor | County |
| Creech, Hazel | Bell | County |
| Frank, Everett | Harrison | County |
| Fulks, Lloyd | Powell | County |
| Grace, Hubert | Knox | County |
| Gray, Calvin | Knox | County |

| | |
|---------------------------|----------------|
| Gregory, Earl | Harlan County |
| Hammons, Rosa | Knox County |
| Hensley, Clyde | Clay County |
| Howard, Durham | Bell County |
| Howard, Winnie | Clay County |
| Howard, Ellen | Bell County |
| Howard, Green | Bell County |
| Howard, Sarah | Harlan County |
| Humfleet, Bernice | Knox County |
| Humfleet, Sam | Knox County |
| Hunter, James | Pike County |
| Jackson, Marie | Knox County |
| Kelly, Dulcie | Harlan County |
| Kelly, Orbin | Harlan County |
| Kinningham, Edwin | Knox County |
| Knuckles, Thomas | Bell County |
| Knuckles, Alice | Bell County |
| Knuckles, Louana | Bell County |
| Lundy, Willie | Knox County |
| Main, Mary E. | Knox County |
| Mallonee, Winnifred | Indiana |
| Martin, John | Knox County |
| Martin, Howard | Knox County |
| Martin, Mabel | Knox County |
| Martin, Lucy | Knox County |
| Martin, Ed | Knox County |
| Mason, Robert | Bell County |
| Mays, Susie | Knox County |
| Mays, Eva | Knox County |
| Mays, Lucy | Knox County |
| Mays, Hazel | Knox County |
| Melton, Mae | Knox County |
| Miller, Fern | Bullitt County |
| Mills, Tom | Knox County |
| Morehead, Charlie | Knox County |
| Morehead, Marvin | Knox County |
| McDermott, James | Knox County |
| Napier, Vergie | Bell County |
| Napier, Bessie | Bell County |
| Newlan, Bertha | Scott County |
| Cwens, Ruth | Knox County |
| Palmer, Earl | Whitley County |
| Powell, Mint | Knox County |
| Primm, William | Harlan County |
| Rawlings, Dan | Whitley County |
| Ridner, Madge | Knox County |
| Ridner, John | Knox County |

| | |
|---------------------|----------------|
| Ryder, Deborah | Knox County |
| Slusher, Hester | Bell County |
| Smith, Hazel | Bell County |
| Stephenson, Raymond | Harlan County |
| Sullivan, Martin | Knox County |
| Turner, Green | Knox County |
| Wagers, W. O. | Clay County |
| Warren, Challis | Knox County |
| Willis, Allie | Knox County |
| Woods, Lida | Clay County |
| Young, Roberta | Lincoln County |

Voice

| | |
|--------------------|------------------|
| Blair, Robert | Whitley County |
| Broyles, Lena | Pulaski County |
| Burton, Mrs. F. B. | Knox County |
| Carr, Celia | Montana |
| Carter, Mae | Jefferson County |
| Cox, Bryant | Scott County |
| Edwards, Francis | Marion County |
| Elrod, Bess | Warren County |
| Faulkner, Joshua | Knox County |
| Franklin, Grace R. | Knox County |
| Franklin, Ruby | Knox County |
| Franklin, Collie | Knox County |
| Franklin, Cheslie | Anderson County |
| Henry, Mary E. | Bell County |
| Humfleet, Violet | Knox County |
| Humfleet, Bernice | Knox County |
| Jasper, Elfrida | Pulaski County |
| Lewis, Myrtle | Tennessee |
| Lunsford, Bertha | Knox County |
| Lunsford, Fannie | Knox County |
| Milburn, Nettie | Marion County |
| Miller, Mary | Knox County |
| Morehead, Thelma | Knox County |
| Morris, Love | Knox County |
| Partin, Hugh | Knox County |
| Payne, Ancil | McLean County |
| Payne, Henry | McLean County |
| Ryder, Deborah | Knox County |
| Ryder, George | Knox County |
| Stark, Robert | Harlan County |
| Stephenson, Uva | Harlan County |
| Stratton, Jettie | Pike County |
| Stringer, Mae | Harlan County |
| Vincent, Lela | Knox County |
| Walker, Mrs. C. R. | Knox County |

Piano

| | | |
|--------------------------|---------|--------|
| Alloway, Mabel | Perry | County |
| Bain, Ruby | Knox | County |
| Bain, Sallie | Knox | County |
| Blair, Lyda | Knox | County |
| Booze, James | Harlan | County |
| Bowman, Ruth | Knox | County |
| Broyles, Lena | Pulaski | County |
| Burnett, Maggie J. | Knox | County |
| Burroughs, Mildred | Grant | County |
| Burton, Mrs. F. R. | Knox | County |
| Carr, Celia | Montana | |
| Caudell, Janie F. | Powell | County |
| Clore, Stella | Harlan | County |
| Creech, Hazel | Bell | County |
| Creech, Victoria | Harlan | County |
| Elrod, Bess | Warren | County |
| Franklin, Gail | Knox | County |
| Franklin, Ralston | Knox | County |
| Hauser, Edna | Knox | County |
| Hibbard, Mabel | Knox | County |
| Howard, Ellen | Bell | County |
| Howard, Etta | Harlan | County |
| Humfleet, Violet | Knox | County |
| Humfleet, Bernice | Knox | County |
| Kelly, Sarah | Bracken | County |
| Lunsford, Fannie | Knox | County |
| Lunsford, Bertha | Knox | County |
| Melton, Mae | Knox | County |
| Miller, Ethel | Knox | County |
| Miller, Mary | Knox | County |
| Newlan, Bertha | Scott | County |
| Owens, Ruth | Knox | County |
| Robinson, Alma | Harlan | County |
| Ryder, George | Knox | County |
| Ryder, Deborah | Knox | County |
| Sampson, Anna Maud | Knox | County |
| Sampson, Helen | Knox | County |
| Smith, Anna Mae | Knox | County |
| Smith, Effie | Knox | County |
| Smith, Diana | Knox | County |
| Stewart, Rosa Lee | Bell | County |
| Stratton, Jettie | Pike | County |
| Tye, Lilydale | Knox | County |
| Viall, Verda | Knox | County |
| Vincent, Lela | Knox | County |

| | |
|-------------------------|----------------|
| Wagers, Daisy | Clay County |
| Walker, Mrs. C. R. | Knox County |
| Wilson, Margaret | Whitley County |

Violin, Reed and Wind Instruments

| | |
|-----------------------------|-----------------|
| Alloway, Mabel | Perry County |
| Blair, Robert | Whitley County |
| Blair, Vernon | Knox County |
| Booze, Creely | Harlan County |
| Clark, Myers | Whitley County |
| Clark, Albert | Whitley County |
| Clark, Walter | Whitley County |
| Davies, Ted | Knox County |
| Faulkner, Joshua | Knox County |
| Franklin, Collie | Anderson County |
| Franklin, Cheslie | Anderson County |
| Golden, Reese | Knox County |
| Green, Caleb | Knox County |
| Hawn, Lewis | Knox County |
| Henry, Mary E. | Bell County |
| Hughes, Lowell | Knox County |
| Keith, Jane | Clay County |
| Lawson, Jesse | Knox County |
| Medcalf, Joseph | Whitley County |
| McDermott, James | Knox County |
| McWilliams, Bronzel | Knox County |
| Owens, John | Knox County |
| Parker, Clarence | Knox County |
| Partin, Hugh | Knox County |
| Payne, Ancil | McLean County |
| Richardson, Katherine | Knox County |
| Robinson, Alma | Harlan County |
| Smith, Daugh | Knox County |
| Smith, Anna Mae | Knox County |
| Stark, Robert | Harlan County |
| Starnes, Ruth | Knox County |
| Taylor, Nannie Lee | Knox County |
| Tuggle, Allen | Knox County |
| Walker, Hester | Knox County |
| Weed, Robert | Whitley County |
| Weeks, Abigail E. | Pennsylvania |
| Wilson, Margaret | Whitley County |
| Wyrick, Baston | Knox County |

Expression

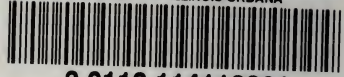
| | |
|--------------------------|-----------------|
| Alloway, Mabel | Perry County |
| Archibald, Darrell | Illinois |
| Black, Evelyn | Knox County |
| Blair, James | Knox County |
| Boatwright, Olin | Calloway County |
| Carnes, Irene | |
| Creech, Victoria | Harlan County |
| Fish, Reeda | Pulaski County |
| Franklin, Cheslie | Anderson County |
| Gray, Opal | Knox County |
| Howard, Jakie | Bell County |
| Humfleet, Vera | Knox County |
| Kelly, Mattie | Clay County |
| Lee, Robert | Knox County |
| Lewis, Myrtle | Tennessee |
| Messer, George | Knox County |
| Miller, Ethel | Knox County |
| Newlan, Bertha | Scott County |
| Smith, Idamae | Bell County |
| Stephenson, Uva | Harlan County |
| Stringer, Mae | Harlan County |
| Tuggle, Kenneth | Knox County |
| Turner, Flossie | Knox County |

Typewriting

| | |
|------------------------|----------------|
| Asher, Dewey | Clay County |
| Blair, James | Knox County |
| Blair, Vernon | Knox County |
| Bowman, Ruth | Knox County |
| Burroughs, Flora | Grant County |
| Byble, Charlie | Laurel County |
| Corum, John H. | Clay County |
| Creech, Hazel | Bell County |
| Elrod, Bess | Warren County |
| Fish, Reeda | Pulaski County |
| Hensley, B. F. | Clay County |
| Hensley, Clyde | Clay County |
| Howard, Dora | Harlan County |
| Jones, L. H. | Indiana |
| Lewis, Myrtle | Tennessee |
| Mayo, Mary | Knox County |
| Pope, Fred | Knox County |
| Robinson, Alma | Harlan County |
| Stringer, Mae | Harlan County |
| Wagers, W. O. | Clay County |



UNIVERSITY OF ILLINOIS-URBANA



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